

UNIVERSIDADE DO MINDELO

Sapientia Ars Vivendi

DEPARTMENT OF HUMAN, JURIDICAL AND SOCIAL SCIENCES

DEGREE IN ENGLISH STUDIES

Teacher Training Report

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Mindelo, June 2013

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Host Institution: Ludgero Lima High School

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of the course

of English studies

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ACKNOWLEDGMENTS

Four years have passed since I stepped the University of Mindelo for the first time. Some time ago when I thought about the time I had to spend at the university my biggest concerns were: *when will these years pass? When will I finally get rid of school?* But now in my very last moments the feeling I have is that time just flew away and I wonder how it could have passed so quickly. It was not easy; I had a long hard way full of obstacles of all types. However, I managed to overcome them all thanks to very special people the Lord had put on my way. That's why I want show my appreciation to all these people.

First of all, I would like to thank God, for having blessed me with life, health and intelligence, the most important tools to perform any task, and without Whose love, support and strength I wouldn't be able to get this far.

Secondly, I would like to thank my mother, Gertrudes Maria da Cruz, for all the support she gave me, from emotional to financial. Furthermore, many thanks to FICASE for the scholarship without which I wouldn't be financially capable of paying my fees. I also thank Jill Susan Delgado for her help with my didactic materials. In addition I would like to express my gratitude to all my teachers from the first to the fourth year for everything they had taught me, and for helping me in amplifying my knowledge in many fields. Special thanks to my teacher and course coordinator Jose Luíz Ramos for the knowledge shared during these four years, for his benevolence and patience. I would also like to thank my internship supervisors – teachers Guilherme Lima and Fedra Monteiro – for all their help and amiability and for having been always available whenever I needed.

Finally, I would like to thank all my colleagues, for every moment shared along these years, and all the people who helped me in any way during this academic journey. If my mission is finally accomplished it is thanks to you all who supported me. Thank you very much.

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I - Introduction

In the last year of the four that the course of English studies consists of, it is required that students go to an internship. In this internship they are expected to practice the knowledge they acquired in the years before. This Teacher Training Report was written in fulfilment of the prerequisites of the University of Mindelo to finish a degree of the course of English Studies.

The teacher training consists of six months divided into two stages: Observation stage and Practice stage. In the observation stage, the trainees observe several lessons taught by their supervisors in order to get a close contact with the context of teaching in a classroom and to learn some teaching procedures. In the practice stage, they have the opportunity to teach some classes and put all the teaching theories into practice. Once the two stages are accomplished, students have to deliver a written report with all the information from the two phases.

The objectives of the teacher training are:

- To assess the trainees' abilities in the teaching process;
- To evaluate the trainees' capacities to put into practice all the techniques and teaching methods previously studied;
- To give the trainees' sufficient teaching practice time in order to prepare them for their future career as English teachers;

The training lasted for 6 months from November 6th to April 30th at Ludgero Lima High School. The five trainees were under the supervision of the teachers Guilherme Lima and Fedra Monteiro and were divided into two groups. The first group consisted of 2 students (Vera and Soraia) and the second consisted of 3 (Yara, Isaulinda e Keila).

Vera and I were firstly supervised by Guilherme Lima with whom we stayed from the 06th of November to the 06th of February and then by Fedra Monteiro from the 11th of February to the 30th of April. Our colleagues did the inverse procedure.

II – General information about the host institution

1. Host institution

Liceu Ludgero Lima or informally *Liceu Novo* was the school chosen by the English Studies course coordinator, José Luiz Ramos, to host the trainees. *Liceu Ludgero Lima* is a Cape Verdean high school in the island of São Vicente which is for many people considered one of the best high schools of the country since its students had been distinguished in many areas from sports to sciences and literature. Its widely recognized qualities make it a very good option to host trainees.

2. History of the school

Located in the most cosmopolitan city of Cape Verde, Ludgero Lima High School is an important pillar in the history of education in the country. From the colonial times to nowadays it has been playing an important role in the education and formation of the local population. It was created on June 13th 1917 with the name of “*Liceu Central do Infante D. Henrique*” having, some years later in 1937, started to be called “*Liceu Gil Eanes*”.

The governors wanted the high school to be built on the island of São Nicolau however, *Senador Augusto Vera-Cruz* presented logical reasons for the creation of the high school in São Vicente instead of São Nicolau, for instance, the economical and social development of the island. Thus, his reasons were accepted and the school started functioning in his own house at *Praça Nova* being later on moved to other building and finally, to a brand new building in *Chã de Cemitério* that was inaugurated in 1967 and still there nowadays.

When Cape Verdeans finally become aware of their national identity and the fight for independence was in its highest level, they felt the need of renaming the school. So, on the 19th of May 1975 it begins to be called *Liceu Ludgero Lima* to pay a tribute to Ludgero Lima an ex-combatant of the independence movement who had also worked at the high school and had died on the 23rd of March 1975.

Ludgero Lima High School has been since its inauguration an institution of great importance and respect which practices a policy of hard work to reach the success of its students and teachers who had been distinguished in many fields (such as sport, literature and mathematics).

3. Physical Features

Ludgero Lima High School is situated in Chã de Cemitério, on the island of São Vicente. It has got three floors with twenty-four classrooms, three technical drawing rooms, two arts rooms (*Lavores*), a teachers' room, two computer rooms, a multiple-functions room, a language club, six subject coordination rooms, two laboratories, the principal's office, two offices for the deputy principals, a school board direction support office, a library and a reading room, an amphitheatre, a sports facilities, a gymnasium (with dressing room and storage for materials of physical education), an office for physical education teachers (with 2 bathrooms), a canteen/cafeteria, a workshop (for minor repairs), a school office, a stationery and photocopy center, two archives, eleven toilets (8 for students, 2 for teachers and 1 for the administrative staff) and a garden.

4. Statistics data

In the academic year 2012/2013 José Cândido Delgado replaced the ex-principal João Manuel Pires and began to administer the school. The school has ninety-five teachers (six of them teach in universities and 2 in unpaid leave), and twenty-five employees. In the beginning of this academic year the school had 1418 students divided into forty-six classes. Of these forty-six classes ten of the seventh grade, nine of the eighth grade, nine of the ninth grade, five of the tenth, seven of the eleventh, and six of the twelfth grade. The ratio of students per class is thirty-one. The school comprises all the areas of the curriculum of a secondary school.

III - First stage of the internship – supervisor: Guilherme Lima

On the first stage of the teacher training we were supposed to observed and teach classes with teacher Guilherme Lima. These classes were only from the 3rd cycle (11th and 12th grades). The classes were all very different from each other, so I could learn a lot of things in each on them, for instance how to behave in each situation.

5. Description of the classes

Table 1

Class	Grade	Level	Duration of the lesson	Frequency	Number of Students
F/G	11 th	3	50 minutes	Tuesday Wednesday Friday	12
B/D	11 th	3	50 minutes	Friday	35
E/F	12 th	4	50 minutes	Tuesday	7
B/C	12 th	4	50 minutes	Friday	21

11th F/G – a small group of very young and extremely polite teenagers with a good sense of humour; Fast and eager learners;

11th B/D – a crowded noisy classroom with a mixture of good and bad students;

12th E/F – the seven students of this class behave well and most of them have always high marks;

12th B/C – this class is a little bit agitated, students are very talkative but very interactive;

6. Observation stage

Class: 11th F/G

Date: Tuesday, 6th November 2012

Summary: Preparation for the written test.

Observations: Teacher starts breaking the ice talking about the elections in the USA. Students make some guesses about who will be the winner. Most of them support Obama. They are participants and collaborate with the teacher; however, during the revision some of them show difficulties with the past continuous and present simple and present doubts that are immediately explained by the teacher. The group participates whenever asked to and there are no problems with indiscipline.

Exercises:

A - Form sentences with the information on the box.

Table 2

	Paul	Peter	John
Age	15	16	14
Happiness	+	+	+++

Ex: 1- Peter is older than Paul.

2- Peter is the oldest of the three.

B - Complete the sentences with the correct verb tense (Past continuous VS simple past)

1- I went (go) to the town centre yesterday.

Tim was walking (walk) home when he saw (see) an accident.

2- Complete the sentences with the correct verb tense (Simple present vs present continuous)

1-James talks (talk) in class every day. Right now he is talking (talk) to Henry.

2-My father usually washes (wash) the car twice a week.

Class: 12th E/F

Date: Tuesday, November 6th 2012

Summary: preparation for the test

Observations: The warm-up is made talking about the elections of the USA and the candidates Obama and Romney. Then teacher says the contents of the test and they start doing revision exercises.

Present perfect with: already, just (short time ago), yet

Present perfect = have/has + past participle of the main verb

Table 3

1	Come in	Ok
2	Arrive	*

1- The teacher and the trainees have already come in.

2- The principal hasn't arrived yet.

Form sentences with used to:

Mary has stopped: Going to parties, spending too much money in the canteen

Started: Doing exercises in the morning, saving money

Ex: 1- She used to go to parties.

2- She didn't use to do exercises in the morning

Present perfect continuous:

Ex: Tom has been smoking (smoke) for two hours.

Have you been playing (you/play) basketball?

Class: 11th B/D

Date: Friday, 9th November 2012

Summary: Ways of learning English; discussion – page 11

Observations: This class is very crowded and noisy. To “break the ice” the teacher starts talking about politics in the USA. He tells the students that Obama won the elections. Most of the students were happy with the information but others were quite disappointed. After that, teacher introduces the topic and asks students to give their own ideas about ways of learning English. Students were willing to participate and gave plenty of examples despite their difficulties with appropriate vocabulary. Next, students read the texts on page 11 and teacher gave the vocabulary. Then they start working in pairs to match the correct title with the text.

Ways of learning a language: going to a school, listening to music, watching movies, going on a trip, studying abroad, reading magazines, having penpal/friends, talking to native speakers

Exercises:

*(book-Ingles 11th level 3 page 11 exercise 1- Match the titles with the correct text – see index)

Class: 11th F/G

Date: Tuesday, 13th November 2012

Summary: correcting and handing out the written test (see attachment).

Observations: The teacher talks to the students and asks them if they have received any test and says he is proud of them because in general they had good grades. He asks them to guess who had the best grade and they applauded for those who did. The class had three bad grades. Teacher encouraged the ones who had bad grades saying that they have the skills to do better and that they will have the chance to improve in the next test. Students go to the board and correct the exercises of the test; each student corrects one of the groups. The teacher leaves the room for a while and students behave perfectly well. They are willing to participate in the correction. Teacher asks them about their own holidays as the text in the test was about “Becky’s holidays” and if they had ever done the things Becky did like milking a cow, feeding animals. He also takes the opportunity to teach the meaning and difference between city girl and country girl. Before the end of the class some students read their compositions.

Class: 12th E/F

Date: Tuesday, 13th November 2012

Summary: dear doctor - reading and comprehension

Observations: Before the reading of the text a brainstorming exercise is made on the theme “how to keep healthy”. The students participate and go to the board without being asked to. During the exercises the teacher takes the chance to teach some vocabulary. After that, they start reading and during the reading, teacher makes some comments and gives some explanations that may help students to understand the text better. Students who don’t have the book join those who have it as they can participate, however, the instructor advises them to buy the book because it will be very useful in classes. As they read they ask for the meaning of some words and the teacher give them the vocabulary, not translating it into Portuguese but putting the word in context. After the reading, teacher introduces a discussion about “ways of losing weight” but the time is not enough and the bell rings so the some exercises on the book (C and D in the next page) are left as homework.

How to keep healthy: Eat fruits and vegetables (the right foods), Do exercises, Drink water

Relax with reading and other leisure activities (spend time with friends and family)

Balance your diet, Have enough hours of sleep, don't smoke, don't drink alcohol

Avoid fast food, Avoid fat things, Control your weight, Cut on sweets

Class: 11th F/G

Date: Wednesday, 14th November 2012

Summary: Ways of learning English – questions on the text.

Observations: Both students and teacher talk about ways of learning English. The teacher tells them that listening to the radio can improve their listening skills and gives examples of good radios that could help BBC and VOA. Some students add more ideas but others seem to be a bit shy, so teacher advises them to speak and participate in order to develop their speaking skills and acquire vocabulary. He also tells them that when people are learning a language the speaking skill is very important, even more important than writing.

Exercises:

1 - Read the text and choose the correct synonym for the following words:

- 1- Suitable = appropriate
- 2- Hone = make perfect/improve
- 3- Attain = reach

2- Explain the meaning of the expressions in bold using your own words:

- a) Hold dear – something that you really appreciate
- b) The ins and outs of daily life – things you have to deal with / you can learn everything about everyday life

c) Learn first-hand – learn something by doing it yourself

3- Complete the sentences:

- a) You can attune the ear to the sounds of the foreign language by watching a foreign language film.
- b) Foreign students live separated from their families so they appreciate establishing lasting and meaningful contacts.

Class: 12th B/C

Date: Friday, 16th November 2012

Summary: food pyramid – reading and comprehension

Observations: To warm up and get closer to the issue that will be taught teacher talks about healthy food. Then, he sends a student to the board to draw a box which they'll complete basing on the list of food they have in their books and will divide the food into healthy, not so healthy and unhealthy. Students participate a lot but they are very noisy. According to the teacher they normally behave better but sometimes they are more excited.

Food pyramid

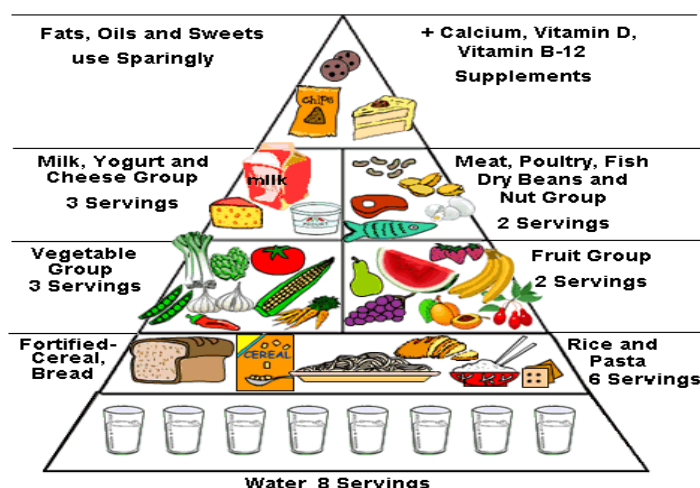


Table 4

<u>Healthy</u>	<u>Not so healthy</u>	<u>Unhealthy</u>
Cereals	Pancakes	Doughnuts
Milk	Pizza	Chocolate
Fish	Butter	7 up
Banana	Ice-cream	Sausage

Class: 11th B/D

Date: Friday, 16th November 2012

Summary: Will future – presentation

Observations: Before going to the exercise book where we can find the explanation and exercises on the theme of the summary, teacher asks some questions with “will” as they can get familiar with the term. Then he draws a box on the board and leaves some blank spaces to be completed by the students with the affirmative, negative and interrogative forms of the will future. Some exercises on the page 14 of their exercise book are done on the board. The students always collaborate and go to the board without problems and if they have any doubts it is immediately clarified by the teacher.

Will – certainty/sure May – probability

Ex: will you go to the park tomorrow? Yes, I will/No, I won't

Exercises:

A- Complete the table below.

Table 5

<u>Affirmative</u>	I you He She It We you they	Will ‘ll	Go...
<u>Negative</u>	I you He she it We you they	Will not Won't	Travel...
<u>Interrogative</u>	Will	I you He she it We you they	Help... Go...

B – Fill in the gaps with the will infinitive form of the verbs in brackets.

- 1- My horoscope says I will put (put) on weight this week.
- 2- She will not become (not /become) a star.
- 3- Will you join (join) us in the theme park project with the class?

Class: 11th F/G

Date: Friday, 16th November 2012

Summary: will future – presentation

Observations: This class has the same level as 11th B/D so, the same lesson is taught with the same approach.

Class: 11th F/G

Date: Wednesday, 21st November 2012

Summary: going to future-continued. Correcting homework.

Observations: Teacher informs the students that the lesson will be with a song and they get very excited with the idea. The students sang all together and like the music then teacher divides boys and girls into groups. Each group will sing a part of the song and other part will be sung together. They sang well, it was a very pleasant moment. The “going to future” was taught using a game. The game is like this: a student goes outside the classroom and the teacher shows an object to the other students. The student who went outside will ask his colleagues *what are you going to do with it?* and with the answer given he will try to guess what the object is. The game was very relaxing and the students seemed to have enjoyed it a lot. After that, they corrected the homework. At the end of the class they sing the song again and they seem very pleased to do it, they left the room singing and with a satisfaction smile.

The song

The more we are together

The more we are together

together together

The more we are together

The happier we'll be

Cause my friends are your friends

And your friends are my friends

The more we are...

B – Rewrite the sentences using going to. Supply a suitable verb.

1 – I'm sure Porto was the best team in this match. Porto is going to win the game in my opinion.

2- Celina's got enough money for a new house now. Celina is going to buy new house soon.

Class: 11th B/C

Date: Friday, 23th November 2012

Summary: Compound words with some and any - conclusion

Observations: The class was very noisy since students were talking to each other about personal issues instead of paying attention and copying the exercises on the board. When the teacher tells them to pay attention, they obey and start copying. A student presents some doubts about the usage of anymore; the teacher explains it and shows how it is different from the usage of the words in the box. The students participate in the lesson and are willing to go the board. Generally they did the exercises with no difficulty.

Exercises: compound words with some and any.

Table 6

	<u>Person</u>	<u>Thing</u>	<u>Place</u>
<u>Affirmative</u>	Someone <u>Somebody</u>	<u>Something</u>	<u>Somewhere</u>
<u>Negative</u>	No one <u>Nobody</u>	<u>Nothing</u>	<u>Nowhere</u>
<u>Interrogative</u>	Anyone	Anything	<u>Anywhere</u>

Exercises:

A- Complete the sentences with some or any + - body/-thing/-where.

- 1- This machine is very easy to use. Anybody can learn how to use it.
- 2- There was hardly anyone on the beach. It was almost deserted.
- 3- Do you live anywhere near Jim? No, he lives on the other part of the city.

Class: 11th B/D

Date: Friday, 23rd November 2012

Summary: the song “someone like you” – listening activity - correcting homework.
Going to future – conclusion.

Observations: In the listening activity teacher hands out a sheet of paper with the song having some missing words for the students to fill in. They listen to the music a couple of times and fill in the blanks. Then they go the board to write the words that are missing. Teacher explains some vocabulary they don’t understand. There’s a very talented girl in this class that sings perfectly well. She is invited to go to the front to sing alone, and the rest of the class will be the choir. She sings very well and her colleagues applaud for her. Students are happy and seem to have enjoyed the class. The purpose of the listening activity was to introduce and teach the meaning of the word “someone”.
(See the paper with the song in annex)

Exercises:

B – Rewrite the sentences using going to. Supply a suitable verb.

- 1 – I’m sure FC Porto was the best team in this match. FC Porto is going to win the game in my opinion.
- 2- Celina’s got enough money for a new house now. Celina is going to buy new house soon.
- 3- Three students in my class didn’t study hard this year. They are going to fail their exams, I’m afraid.

Class: 11th F/G

Date: Friday, 23rd November 2012

Summary: song “someone like you” (see attachment) -listening activity. Going to future – conclusion.

Observations: Teacher passes out a sheet of paper with the song having some blank spaces. The students are supposed to listen to the song and fill in the blanks. After listening and completing their paper they sang together. They seem very pleased with the music chosen. Teacher explains some vocabulary, for example: nightmare=bad dream, hurt=magoa, fere, doi, instead=em vez disso. As a way to encourage the student to exercise their speaking skills, the teacher asks them if, similar to what happens in the lyric of the song they just sang, someone has broken their hearts. Some answered but some were still a bit shy. Finally, students go to the board solve an exercise to consolidate the learning of going to future.

Exercises:

A- Fill in the blanks with going to future.

1-John and Peter are not going to play (not/play) football tomorrow.

2- Are you going to sing (you/sing) for the show?

3- I'm going to stay (I/stay) at home next week.

4- Adele is going to make (make) a new CD.

Class: 11th F/G

Date: Tuesday, 27th November 2012

Summary: Next step: your life after school. Reading and comprehension.

Observations: The class was based on the text of the page 18 of their textbook (Inglês 11º ano nível 3). The lesson starts with small discussions on topics suggested in a box near the text. Some of the topics are: how to plan for university, how to choose a career, how to study abroad, and how to pay for university. This kind of discussion is very important for the development of the speaking skill and vocabulary. They read the text and comment on it. Each student read one paragraph. Some read quite well but others have some problems in pronunciation. One student missing.

How to pay for university: having a part time job (gardener, watch man)

Degrees of interest: Hates, quite likes, doesn't mind/indifferent, likes, love

Homework: read the text and check the vocabulary.

Class: 12th E/F

Date: Tuesday, 27th November 2012

Summary: my 2nd birthday-questions on the text.

Observations: The class was silent as usual, and students behaved well. They always participate and are not afraid to present doubts. They go to the board and seemed to have no difficulties doing this exercises. (Exercises on page 17 of their textbook - see bibliography)

Match the sentences halves together.

Answer Key: 1 – d 2 – g 3 – a 4 – c 5 – e 6 – f 7 – b

True or false.

1- False 2- True 3 - False 4 – False 5 - False.

Synonyms

- 1- Occupied (a) = busy
- 2- Occurred (b) = happened
- 3- Hadn't ended (c) = hadn't finished/ was not over yet
- 4- Repair (d) = fix
- 5- Enjoyed themselves (e) = had fun
- 6- Relax (f) = slow down

Class: 11th F/G

Date: Wednesday, 28th November 2012

Summary: next step. Your life after school – text 2 – questions on the text.

Observations: This class was a little bit trouble since students were very excited and more talkative than they used to be. Their teachers patiently talked to them and ask them to behave better so they stopped chatting and began to pay attention. The class began with a reading activity in which each student read a paragraph. Then teacher wrote exercises on the board and students solved it. The correction was done on the board. There were some troubles during this exercise because of the students' misunderstandings but teacher helped them and everything went well.

Refer to text 1 (see bibliography – 11^o nivel 5 – spotlight – page18)

A - Choose the best way to finish the sentences according to the information given on the text.

1- Elmer came under an important adult's influence playing at the high school orchestra.

2 - One of his ambitions was to help people through music.

Refer to text 2

1- The difference between art and graphic design is that art is a sort of a personal thing while graphic design shouldn't be about the artist.

2- Graphic design requires skills and techniques adapted to what you are doing and who you are working for.

Class: 12th B/C

Date: Friday, 30th November 2012

Summary: my second birthday – word spot

Observations: The class begins with the teacher going desk by desk to check if the students have done their homework, then they go to the board and correct it. Teacher

talks a while about what happens when people break a bone. He gives them some vocabulary and expressions related to this topic ex: break a bone, x-ray, fletch and bone get them in touch with the exercises they'll do. This class was very noisy, we never had a silent minute because the students are talking all the time, however, they participate in the lesson answering whenever asked a question and go to the board whenever needed.

Exercises:

B - Match the words and the pictures. (page 16)

A- What should we do at these moments?

1 - When someone had her/his finger stuck in the door, she/he should ask someone to open the door and put some ice on the finger or hand.

2 - When someone is run over by a car someone should call the ambulance.

3 - When someone slips on a banana peel and breaks a leg he/she should go to the hospital.

Class: 11th B/D

Date: Friday, 30th November 2012

Summary: correcting the homework. Next step – exercises.

Observation: teacher goes desk by desk checking if the students have done their homework. This lesson was similar to the 28th November lesson in class F/G because they have the same level so, they'll do the same exercises. This class is very crowded and has few chairs what makes it a little difficult to find good seat and also the few chairs available are very old and sometimes are broken. In general the conditions are not very good. Students go to the board and participate actively in the lesson with no apparent doubts or difficulties. As the text they are working on is about a student who

talks about his favorite subject, teacher also asks some students about their preferences regarding their curricular disciplines. 1 student missing.

Synonyms: Exercises: - Page 19

Was dedicated to, committed to = involved More to offer = had more in store

Person who creates and makes objects usually using his/her hands = craftsman

Snuffle booklets to advertise events travel, places, etc = brochures

Class: 11th F/G

Date: Friday, 30th November 2012

Summary: conclusion of the previous lesson.

Observations: (Exercises B page19/Exercise C page 20) Students read the text and check for the solution then go to the board and complete it. Teacher helps them giving a close context so that they get to the synonym by themselves. While students answer, teacher writes the responses on the board himself in order to save some time. He also teaches them some vocabulary.

Class: 11th F/G

Date: Tuesday, 4th December 2012

Summary: holidays and hobbies-listening, writing and speaking activities related to the present perfect (see attachment).

Observations: The class began a bit late because when we came the door was still closed, and it took some time to find someone who could open it. The students started getting excited and playing with the situation asking if they could go home. Since they will be talking about holidays and hobbies, the warm up was done with some questions related to the topic, for instance: What are your hobbies? Where would you go in holidays? Would you prefer America or Europe? Which city would you choose in America? After that, they discussed, in English, for a while about the Cape Verdean and

international beaches. Then they have a look on the photocopy which has a photo of the Statue of Liberty and some questions of general knowledge, for example,” where is it situated?” They also write names of American cities where they would like to go on the board. Finally, they listen to a song and fill in the gaps to complete the lyric of the music. As usual they go to the board and write the missing words.

Class: 12th E/F

Date: Tuesday, 4th December 2012

Summary: Linkers-continued

Observations: The warm up is made with a small conversation about Christmas. Students are very excited about the idea of Christmas coming soon and start making the countdown. Then teacher writes some incomplete and some small sentences on the board which they have to complete using the linker “although”. He gives them some time to solve the exercise and then they do it on the board. As they complete it teacher makes some comments about each sentence as they can understand it better.

Ex: Small sentences: I was quite cold. The heating was on.

Sentence with although: Although the heating was on, it was quite cold.

Exercises:

Complete the sentences. Use “although ”+ a suitable sentence.

- 1- Although he has a very important job, he isn’t particularly well paid.
- 2- Although I had never seen her before, I recognized her from a photograph.
- 3- She wasn’t wearing a coat although it was quite cold.
- 4- We thought we’d better invite them to the party although we don’t like them very much.

Class: 11th F/G

Date: Wednesday, 5th December 2012

Summary: Conclusion of the previous lesson.

Observations: Students were very talkative and teacher advises them to behave well because otherwise their grades will go down. Teacher explains the usage of yet and already, yet for negative and already for positive, then he writes some exercises about this topic on the board and they also do exercise B-page 22 of their textbook.

A-What have you already done today? What haven't you done yet?

I have already had a shower. I have already walked to school.

I haven't surfed the net yet. I haven't sent an email yet.

B - The present perfect

The teacher has given (give) us loads of homework, don't you think?

I haven't finished (negative/finish) the project yet and we must hand it tomorrow.

Have you ever offered (you ever/offer) any flowers to your girlfriends?

Sheila has just arrived (just arrive) from Venice.

I have listened (listen) to the new school band twice.

Class: 12th B/C

Date: Friday, 7th December 2012

Summary: linkers – answering questions. Plastic surgery – listening activity.

Observations: This class is always very agitated, the students speak aloud and in Creole. To avoid these conversations to disturb the class some students are asked to change their places. Teacher had to leave the class for a while and students started talking to each other. One of them had even left the room to talk to a friend outside.

When teacher came back they finally calmed down and listened to his explanations about linkers. After that they talk for a while about things that happen when people have accidents and about plastic surgery. Then, they listen to the CD player and fill in the blank spaces (page 19), and go to the board to write the missing words.

Linkers: Although + subject +verb Because + subject +verb

Ex.: Although I was sick I went to school. I didn't go to school because I was sick.

What happens when you have an accident? Wound, die, get injured, get a scar, become ugly, can't look at the mirror, and lose self esteem.

Plastic surgery is not only used when people have accidents but is also used by vain people who want to become more beautiful than they are or that are trying to reach perfection and yet plastic surgery is also used by outlaws who try to have another image as they won't be recognized and caught by the authorities.

Class: 11th B/D

Date: Friday, 7th December 2012

Summary: Holidays and hobbies-conclusion

Observations: Today the teacher was a bit late because of a car problem, so the students were supposed to wait for him. They behaved badly while waiting, always claiming about the conditions of the room because there are always problems with the lack of chairs and the few ones available are most of them in miserable conditions. When teacher arrived they began doing exercises on the page 22 and then they write sentences with already and yet. Some of the students kept behaving badly and teacher threaten them that he would send them to the library.

What have you already done today?

What haven't you done today?

1. I have already had a shower.
2. I haven't drunk juice yet.
3. I have already done my homework.

Class: 11th F/G

Date: Friday, 7th December 2012

Summary: Pamela styles-Listening activities

Observations: the class was very quiet and there were just few students attending because the others were dismissed in order to do a test of another subject. Students listen and complete the blanks with the missing questions in their exercise books and then write the questions on the board. Finally teacher clarified what each question word mean and explained the usage of -ed & -ing to describe people's feelings or things.

Question Words: Who – quem; What – o que; Which – qual; Where – onde; When – quando; How - como; How old – que idade, quantos anos; How big – que tamanho; How much – quantos; How many – quanto;

The usage of -ed & -ing to describe people's feelings or things:

-ed – what people feel

Ex: I am bored

-ing - what other people or things are.

Ex: That Russian movie is boring. I am surprised. That woman is surprising. I am interested in music. Music is interesting.

Class: 11th F/G

Date: Tuesday, 11th December 2012

Summary: preparation for the written test.

Observations: Students are very concentrated and very interested in knowing the contents for the test. So teacher makes them a list on the board. After that they start doing exercises about each topic listed and clarifying their doubts.

Present perfect with already, just and yet:

Table 7

1	Walk to school	Ok
2	Come into the classroom	5 minute ago
3	Drink water	X
4	Talk to their classmates	Ok

Ex: 1- I have already walked to school. 2- Tom has just come into the class. 3- We haven't drunk water yet.

Present Perfect:

1- My father has arrived (arrive) at home.

2- Have you ever been (you/ever/be) to Praia?

Comparatives and superlatives:

1- Emiline is as tall as Juanita.

a)than b)as c)more

2- she is the most intelligent person in her family.

a)more intelligent b)intelligentest c)the most intelligent

Going to future:

1- Our national team is going to win (win) the cup.

2- We are going to travel (travel) to South Africa.

Class: 12th E/F

Date: Tuesday, 11th December 2012

Summary: writing and listening activities.

Observations: Teacher announced that they would make a group work about “plastic surgery”. The work consists of writing sentences for and against plastic surgery. One of the groups would be for and the other against. The representative of each group goes to the board to write the sentences. At the end they do a listening activity in which they listen to a song and choose the right word to fill in blanks (page 19).

About plastic surgery

Table 8

<u>For</u>	<u>Against</u>
------------	----------------

<p>I think people should have plastic surgery if it will make them feel happier and comfortable with themselves.</p> <p>If the person had an accident or if the person was born disabled, plastic surgery can help him/her.</p>	<p>Plastic surgery is very expensive and it's not worth to spend money on it.</p> <p>Because people can face different effects from what they expected (ex: some people die or have to live with bad body development or unattractive looks)</p>
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Class: 11th F/G

Date: Friday, 14th December 2012

Summary: reading and comprehension of the dialogue: "My Christmas holidays-making a reservation at a hotel" (see attachment)- reading and speaking activities.

Observations: this class was taught by the trainee Vera Lopes. She started by handing out some copies that would be used in the lesson and to warm up she asked questions like "how many hotels are there in São Vicente" and "have you ever stayed in a hotel". Then they did a brainstorming exercise about the types of accommodation and some students go to the board to write those they know. After that, Vera and I read the dialogue and the students follow the reading attentively, then she asks if there are any words they don't understand but they seem to have the text well understood. Then, she writes some exercises on the board. Students solve it and then they did the correction. After that, she chose pairs of students to perform the dialogue, one being the receptionist and the other being the client. It was a very interesting exercise.

Exercises:

A- Say whether the statements are true or false. Correct the false ones.

- 1- The client wants a reservation for the second weekend of December. False, he wants it for the 4th weekend.
- 2- The reservation is for two people. True.
- 3- There was no room available. False, there were several rooms available.

Table 9

<u>Types of room:</u>	<u>Expressions:</u>	<u>Vocabulary:</u>	<u>Types of accommodation:</u>
Suite=more sophisticated	I'd like=I would like/I want	To book a room=to make a reservation	Residential, Hotel
Single room=for one people	Have a nice day	Vacancies= a room available	Resort, Motel
Double room=for two people		Rate=price	Boarding house, Inn, Motel

Class: 12th E/F

Date: Tuesday, 18th December 2012

Summary: correction and handing out of the written test (see attachment).

Observations: This class was taught by the trainee Vera Lopes. Students were very excited to know their grades. They are a good class with very good marks although some are not so good. Vera congratulated them for their results and they were happy with the grades. Then they corrected the test answering orally first and next writing the answer on the board. As they are such a small group every student went several times to the board. Some had a few doubts but in general there were no trouble with the correction.

Class: 11th F/G

Date: Wednesday, 19th December 2012

Summary: watching the movie "Nell"

Observations: this was the last class before Christmas Holidays so teacher brought an interesting movie as we could have a good time before going on holidays. The movie

was about a girl who was brought up isolated with her mother. This girl had learned to speak like her mother who had a speech distortion problem. We could learn lots of things about language acquisition.

Class: 11th F/G

Date: Tuesday, 8th January 2013

Summary: Job centers – questions on the text.

Observations: The class began a bit late because the door of the room was closed and we couldn't find the keys. It was a very cold day, so teacher starts asking them about the weather to "break the ice". Then he goes on to make a kind of revision of what they've learned the previous class and questions them about where we can find jobs or adverts/announcements. The students cooperate answering every time they are asked a question, and then each one reads a paragraph of the text on their textbook. Then they do a True/False exercise. Exercises B and C are the students' homework.

Exercises: True or false.

Answer key: 1-False. They have new jobs coming in every day, 2-True, 3- True, 4-False. You get a wage, 5- False. If you have a disability, the job center Disablement Resettlement Officer can offer extra help, 6- False. You may be eligible for helping

Homework B and C

Class: 12th E/F

Date: Tuesday, 8th January 2013

Summary: talking about the environmental threats.

Observations: This class is usually small with 7 students only and it will be smaller because one of the students was transferred to another school because of a problem with his Portuguese teacher. But this day the class was even smaller than usual, only two students in the class. The two girls behave well and participate a lot. They seem to be

very comfortable with the exercises and do not show any sign of difficulty although sometimes the teacher gave them clues to get easier to the answer.

Exercises:

A - Match the words in column A with those in column B to make phrases related to the environment.

Column A: 1-global, 2-aerosol, 3-acid, 4-greenhouse, 5-exhaust, 6-rain, 7-endangered

Column B: A)population, B)spray, C)rain, D)layer, E)species, F)forest

Answer key: H)1, B)2, C)3, I)4, G)5, F)6, E)7, A)8, D)9

B - Write the phrases next to the right definitions.

1 - Toxic gases expelled by cars. Exhaust fumes.

2 - The rise in temperature cause by gases in the atmosphere. Global warming.

3 - Animals that are in danger of becoming extinct. Endangered species.

4 - The process by which the earth is heated when the atmosphere traps heat from the sun. greenhouse effect.

Class: 11th F/G

Date: Wednesday, 9th January 2013

Summary: correcting the homework. Jobs and workplaces. Activities.

Observations: the class began with the correction of the homework. Students were very agitated and talkative, but when teacher calls their attention they listen to him and stop talking. Teacher writes the exercises on the board and students copy it and then go to the board and solve it. Homework: word spot.

C - Synonyms: Choice-range Regionally-locally Related-to connected with Looking for-find out Entitled or qualified to do, be or get something-eligible

D – Opposites: Wide # small or limited Regularly # irregularly Away # near/at
Plenty # not enough/little /few Permanent # temporary

Class: 12th B/C

Date: Friday, 11th January 2013

Summary: correcting the homework. Severn Suzuki-questions on the text.

Observations: Two students are asked to go to the board and divide the board into two parts then they write exercises for their colleagues to copy. After writing it they do the first one themselves. Other students ask to go the board and they solve the exercise with no difficulties. Teacher wrote some exercises on the board and after students have copied he asked them to answer orally first and then write the correct answer on the blackboard. It was not easy for them to solve this exercise; they needed the teacher's help.

Exercise: E

- | | |
|--|----------------------------------|
| 1- Severn Suzuki is a member of b) | a) because of air pollution |
| 2- She is very worried about e) | b)an environmental organization |
| 3- She is afraid to breathe the air a) | c)are disappearing |
| 4- The fish were full of cancers d)
anymore | d)so she couldn't fish them |
| 5- She accuses the adults of f) | e)the environment |
| Animals and plants c)
the environment | f) not doing anything to protect |

F-Synonyms

- | | |
|--------------------------------------|-----------------------------------|
| 1- Make a difference = change things | 2-Raised = a)collect |
| 3- Breathe = e)take and give out air | 4- Extinct = f)no longer existing |

5- Vanishing = b)disappearing

6- Challenge = c)dare

G – Answer these questions:

- 1- How many children joined Severn at the earth summit? Three teenagers joined her.
- 2- Why did they go there? To tell adults they must change their ways.
- 3- Severn mentioned 3 environmental problems, which ones? Holes in the ozone layer, water pollution, and endangered species.

Class: 11th B/D

Date: Friday, 11th January, 2013

Summary: jobs – work spot

Observations: Some students were dismissed in order to participate in the mathematics Olympics, so the class was not as crowded as it used to be and there were no problems with missing chairs. A student wrote the exercise on the board, the others copied and go to the board to solve it. While they are solving the exercise, teacher explains what each job is and what they do. They were supposed to watch a movie but, the computer didn't work. So teacher used the "plan B" and they played a game in which the students were divided in groups, one group will describe the jobs given and another group will try to guess what the job is through the description given. The game made the class very interesting and student were very motivated.

Exercises:

Match the words with their usual work places:

- 1-Doctor - clinic 2-Judge – law courts 3-Teacher – classroom 4-Chef - restaurant
- 5-Postal worker - post office 6-Waiter – café, restaurant 7-Pilot - aero plane
- 8-Secretary – office 9-Refuse collector - streets 10-Child minder – kindergarten
- 11-Chemist – pharmacy 12-Manager – firm 13-Personal trainer – health club

14-Florist – florist's

Class: 11th F/G

Date: Friday, 11th January 2013

Summary: jobs – word spot

Observations: There were only 5 students in the class because of the mathematics Olympics. I taught for a while because the teacher had an appointment. I sent a student to write things on the board and then asked others to solve the exercises. In general they did it easily but there were some few doubts that I immediately clarified and explained. They did an individual work similar to the one in class B/D in which they had to describe a job for their colleagues to guess what the job was. It was very interesting and relaxing. They did nice descriptions. Something that made it funnier was that some students instead of reading the descriptions only, had also read the name of the job and this made the others laugh a lot. In the exercises made teacher used the same procedures he had used in class B/D, the difference lies on the fact that in class F/G there were not enough students to make groups so, they did it individually.

Class: 12th E/F

Date: Tuesday, 15th January 2013

Summary: The – ing form – Exercises

Observations: This class was taught by the trainee Vera Lopes. She started the warm up by asking the students if they have had a nice weekend and if they were feeling well. After that, she invited some students to read the sentences in their textbook and begin to introduce them to the topic. After explaining each of the usages of the -ing form with examples on the board, she wrote some exercises for them to solve. Students had no difficulties doing the exercises.

Table 10

We can use the –ing form as:		
A noun:	An adjective:	A verb:
<u>Swimming</u> is very good for your health.	I have a long <u>working</u> day	I don't like <u>dancing</u> .
<u>Marketing</u> is a very inexact science.	That program was really <u>boring</u> .	I love <u>doing</u> homework.

Exercises:

A- Complete the sentences using the –ing form.

- 1- My father enjoys cleaning (clean) his car.
- 2- The girl finished doing (do) her homework.
- 3- I love dancing (dance) hip hop.

B- Match the numbers with the letters in order to form sentences:

- | | | | | |
|----------------|----------------|----------------|-----------------|---------------|
| 1- Learning-d) | 2- Telling-c) | 3- Swimming-b) | 4- Giving up-j) | 5- Writing-e) |
| 6- Running-g) | 7- Drinking-f) | 8- Eating-i) | 9- Teaching-k) | 10- Buying-a) |
- a) Online is very easy and saves time b) Is my favorite sport.
- c) The truth is always the best policy. d) A new language is very hard work.
- e) Your ideas down is a good way of clarifying them. f) A glass of wine is a good way to relax.

g) A marathon needs a lot of training. i) Plenty of fresh fruits and vegetables make you healthier.

j) Smoking requires a lot of time. k) Young children.

Class: 11th B/D

Date: Friday, 18th January 2013

Summary: Reading and comprehension of the text “study first, work later” page 32

Observations: this class was taught by the trainee Vera Lopes. She started by telling what was the purpose of the lesson and then she read the text herself. After her reading she invited some students to read (each student read a paragraph) and then she explained the vocabulary of the words they didn’t know. Finally, the students did the exercises on their textbook and correction was done orally in some cases and on the board in other cases.

Exercises A, B and C of the textbook (See Inglês - 12º ano - Nivel 4)

Class: 11th F/G

Date: Friday, 18th January 2013

Summary: Reading and comprehension of the text “study first, work later” page 32

Observations: This class was taught by my colleague Vera Lopes. In this class she used the same procedures she used in the previous class (11th B/D) and followed the same structures.

Class: 11th F/G

Date: Wednesday, 23rd January 2013

Summary: Relative pronouns.

Observations: this class was taught by my colleague Vera Lopes. To warm up she asked them what they did in their holiday. Then, she wrote some relative pronouns on the board and explained their function and gave some examples. Next, she wrote some exercises on the board and asked the students to copy and solve it. As they did it she explained when they should use each pronoun and went desk by desk to explain individual doubts. Students interacted with the teacher by asking her questions and they seemed to have well understood lesson.

Relative pronouns:

Who – people Which – things Whose – people

That – things/animals Whom - people

Ex: This is the women who discovered the treasure.

Subject	Object	Pronoun
Who	Who(m)	Whose
Which	Which	
That	That	

1-The new house which Tom saw yesterday is smashing.

2-I can't buy the dog that was at the dog show.

3-Did you see the girl who was hired for the series cast?

Class: 12th B/C

Date: Friday, 25th January 2013

Summary: "Adopt an animal with WWF" page 33 – Reading and comprehension.

Observations: this class was taught by my colleague Vera Lopes. She started the warm up by asking students if they had pets at home and if they'd like to adopt an animal. After that, she read the text herself and then invited the students to read. After the reading they did the comprehension exercises on page 34 of the 12th grade level 4 book.

Class: 12th E/F

Date: Tuesday, 29th January 2013

Summary: Conditional sentences-type1 and 2

Observations: to warm up, the teacher started asking the students the following question using the conditional: "What would you do if Cape Verde win CAN?". After some answers, he started asking them what they remembered about conditional sentences. Students interacted with the teacher and gave plenty of examples. After that, teacher gave the rules and the exercises. The exercises were done directly in their exercise books.

Zero conditional – Real situations

Ex: If you want to celebrate Cape Verde's victory you have to watch the match.

Form: If + present simple + present simple

Conditional 1 – Express something possible/something that can happen

Ex: If you study hard you will pass the exam.

Form: If + present simple + will + infinitive

Conditional 2 – Impossible conditions (something that could happen)

Ex: If I studied hard I would pass the exam.

Form: If + simple past + would + infinitive

Class: 11th B/D

Date: Friday, 1st February 2013

Summary: Family concept – No family is like my family – page33

Observations: This class was taught by my colleague Vera Lopes. Vera and I arrived earlier in the classroom and it was very hard to control the students without their teacher's presence. Vera had to raise her voice for a while in order to make students behave in a better way. But this only happened for a few minutes, because when the teacher arrived and things got to normal. The warm up was done with questions about family, (for instance, if they have brothers and sisters, with whom they live with). After that, they did a brainstorming activity on the topic and Vera gave them a definition of family and some vocabulary related to family concept. Finally, they read the text and answered the questions in their exercise book.

Family are people living in the same house that love and take care of each other.

Relatives – members of the family that don't live in the same house. Parentes (aunts, uncles, cousins)

To look after – to take care

Aunts – tias Uncles – tios Cousins – primos

7. Teaching Practice Stage

Lesson Plan 1

Class: 11th B/D

Date: December 14th 2012

Time: 08:30-09:20

Grade: 11th

Level: 3

Age: 16,17

Number of students: 35

Duration: 50 minutes

Summary: Reading and comprehension of the dialogue “Hiring a car” (see attachment).

Vocabulary, useful expressions

Objective 1: (estimated time 5 minutes) Introduce myself.

Context: Real/natural.

Objective 2: (estimated time 5 minutes) - Warm up – Enable students to talk about their common knowledge and experience.

Context: Classroom.

Activity and class organization: Lockstep activity.

Aids: Students.

Language: Unpredictable language.

Objective 3: (estimated time 5 minutes) - Pre-reading task – Enable student to talk about things they already know about car renting (Ex: brands, size)

Context: Classroom.

Activity and class organization: Lockstep activity.

Aids: Students.

Language: Unpredictable language.

Objective 4: (estimated time 10 minutes) - Reading Task – Make students read the dialogue quickly and find answers.

Context: The dialogue.

Activity and class organization: Lockstep activity.

Aids: Photocopies, black board, and chalk.

Language: The language of the text.

Objective 5: (estimated time 15 minutes) - Reading for pronunciation- Enable students to improve their pronunciation.

Context: The dialogue.

Activity and class organization: Pair work (reading in pairs).

Aids: Photocopies.

Language: Language of the text.

Objective 6: (estimated time 10 minutes) - Presentation Stage – Present the text's vocabulary

Context: The dialogue.

Activity and class organization: Lockstep activity.

Aids: Photocopies, black board, and chalk.

Language: Language of the text.

Lesson Plan 2

Class: 11th F/G

Date: December 18th 2012

Time: 10:40-11:30

Grade: 11th

Level: 3

Age: 16,17

Number of students: 12

Duration: 50 minutes

Summary: Prepositions of time and place

Objective 1: (estimated time 5 minutes) Warm up – Ask if they have studied that subject. Try to know what they already know. Show the importance of the topic.

Context: Real/natural.

Objective 2: (estimated time 10 minutes) Pre-Presentation Stage – test their knowledge by performing some acts and letting them guess the preposition I need in each situation.

Context: Classroom.

Activity and class organization: students are sitting in their places and teacher performs some acts for them to guess the preposition

Aids: classroom materials-realia

Language: Unpredictable language.

Objective 3: (estimated time 20 minutes) Presentation Stage – write a set of prepositions of time and place on the board and explain when to use each and how to use them with days of the week, months years, birthday and times of the day

Context: Classroom.

Aids: blackboard and chalk.

Language: Unpredictable language.

Objective 4: (estimated time 15 minutes) Practice – write some exercises on the board and give students time to solve it.

Context: prepositions.

Aids: exercise book, black board, and chalk.

Language: The language of the book.

Lesson Plan 3

Class: 11th F/G

Date: January 15th 2013

Time: 10:40-11:30

Grade: 11th

Level: 3

Age: 16,17

Number of students: 12

Duration: 50 minutes

Summary: Present perfect

Objective 1: (estimated time 10 minutes) Warm up – Try to know students' previous knowledge.

Context: Real/natural.

Objective 2: (estimated time 20 minutes) Presentation Stage – Write the forms on the board and explain the rules by giving examples.

Aids: blackboard and chalk

Language: Unpredictable language.

Objective 3: (estimated time 20 minutes) Practice – Write exercises on the board for the students to copy and solve as they can put into practice the things they had just learned. If there is enough time ask students to do the exercises B and C of their exercise book.

Aids: blackboard and chalk.

Language: Unpredictable language.

Lesson Plan 4

Class: 11th F/G

Date: January 16th 2013

Time: 09:30-10:20

Grade: 11th

Level: 3

Age: 16,17

Number of students: 12

Duration: 50 minutes

Summary: Conclusion of the previous lesson. Correction of the homework

Objective 1: (estimated time 20 minutes) Revision of the previous lesson – Revise the topic taught the class before. Measure how well students understood what had been taught.

Context: Real/natural.

Aids: blackboard, chalk

Objective 2: (estimated time 30 minutes) Correction of the homework – Correct the homework by sending students to the board and clarifying any doubts they might have.

Aids: blackboard, chalk and textbook.

Language: Unpredictable language.

Lesson Plan 5

Class: 12th B/C

Date: January 18th 2013

Time: 7:30 – 08:20

Grade: 12th

Level: 4

Age: 18, 19, 20

Number of students: 21

Duration: 50 minutes

Summary: reading and comprehension of the text Amilcar Cabral Revolutionary leader.

Page 57

Objective 1: (estimated time 10 minutes) Warm up – talk openly about the 20th of January and give students opportunity to express their knowledge about

Context: Real/natural.

Objective 2: (estimated time 10 minutes) - Reading Task – Make students read the text in order to understand its context

Context: The text

Activity and class organization: Individual reading (each student reads a paragraph)

Aids: the textbook

Language: The language of the text.

Objective 3: (estimated time 30 minutes) - Presentation Stage – Present the text's vocabulary and some exercises on the book (filling in the gaps, true/false, comprehension exercises)

Context: The text

Aids: the textbook, blackboard, and chalk.

Language: Language of the text.

Lesson Plan 6

Class: 11th B/D

Date: January 25th 2013

Time: 08:30-09:20

Grade: 11th

Level: 3

Age: 17, 18

Number of students: 35

Duration: 50 minutes

Summary: Relative pronouns – Omission.

Objective 1: (estimated time 10 minutes) Warm up – Brief revision on relative pronouns

Context: Real/natural.

Objective 2: (estimated time 20 minutes) – Presentation – Introduce students to the topic, presenting the rules and giving examples

Aids: Blackboard, chalk and students

Language: Unpredictable language

Objective 3: (estimated time 20 minutes) – Practice – Write exercises on the board to practice the topic presented

Aids: Blackboard, chalk, notebook, pencil

Language: Unpredictable language

Lesson Plan 7

Class: 11th F/G

Date: January 25th 2013

Time: 09:30-10:40

Grade: 11th

Level: 3

Age: 17, 18

Number of students: 12

Duration: 50 minutes

Summary: Relative pronouns – Omission.

Objective 1: (estimated time 10 minutes) Warm up – Brief revision on relative pronouns

Context: Real/natural.

Objective 2: (estimated time 20 minutes) – Presentation – Introduce students to the topic, presenting the rules and giving examples

Aids: Blackboard, chalk and students

Language: Unpredictable language

Objective 3: (estimated time 20 minutes) – Practice – Write exercises on the board to practice the topic presented

Aids: Blackboard, chalk, notebook, pencil

Language: Unpredictable language

Lesson Plan 8

Class: 11th F/G

Date: January 29th 2013

Time: 10:40-11:30

Grade: 11th

Level: 3

Age: 16, 17

Number of students: 12

Duration: 50 minutes

Summary: Word spot – reading and comprehension

Objective 1: (estimated time 10 minutes) Warm up – Talk about occupations that students/young people can have during the weekend, summer holidays or even after classes.

Context: Real/natural.

Objective 2: (estimated time 20 minutes) – Reading activity – Read the text with the missing words and invite students to fill in the blanks

Context: Classroom.

Aids: Blackboard, chalk and exercise book, pencil, notebook

Language: language of text.

Objective 3: (estimated time 20 minutes) – Comprehension – Give students a set of comprehension questions about the text studied and tell them to do the matching exercise on their exercise book.

Aids: Blackboard, chalk, exercise book, notebook, pencil

Language: Unpredictable language.

Lesson Plan 9

Class: 12th B/C

Date: February 1st 2013

Time: 07:30-08:20

Grade: 12th

Level: 4

Age: 18, 19, 20

Number of students: 21

Duration: 50 minutes

Summary: Green squad (page 28) – reading and comprehension

Objective 1: (estimated time 10 minutes) Warm up – Talk about environmental problems. Let students talk freely about what they know about the issue and their concerns about it.

Context: Real/natural.

Objective 2: (estimated time 15 minutes) – Reading activity – Read the text alone and then invite each student to read 1 paragraph.

Aids: exercise book

Language: language of text.

Objective 3: (estimated time 25 minutes) – Comprehension – Invite the students to say what they have understood about the text and tell them to solve the comprehension exercises on page 29. Send students to the board to do the correction.

Aids: Blackboard, chalk, exercise book, notebook, pencil

Language: Unpredictable language.

Lesson Plan 10

Class: 11th F/G

Date: April 5th 2013

Time: 10:40-11:30

Grade: 11th

Level: 3

Age: 16, 17

Number of students: 12

Duration: 50 minutes

Summary: Interesting facts about the English language (see attachment).

Objective 1: (estimated time 10 minutes) Warm up – Talk openly about the English language

Context: Real/natural.

Objective 2: (estimated time 15 minutes) – Sharing experiences – Share our experiences with the English language and allow students to talk about their personal experiences and motivation.

Context: Classroom.

Language: Unpredictable language.

Objective 3: (estimated time 25 minutes) – Presentation – present some interesting facts about the English and interpret those facts.

Aids: Blackboard, chalk, photocopies

Language: Unpredictable language.

Lesson Plan 11

Class: 11th F/G

Date: February 6th

Time: 9:30 – 10:20

Grade: 11th

Level: 3

Age: 16, 17

Number of students: 12

Duration: 50 minutes

Summary: Word Games

Objective 1: Warm up (estimated time 15 minutes) – get students familiarized to what would happen during the lesson. Explain them the rules of the word game

Context: the classroom

Aids: the students, the games

Language: unpredictable language

Objective 2: Games (estimated time 35 minutes) – allow students to play the word game, giving them the opportunity to form words in English

Context: the classroom

Activity and class organization: Group work

Aids: the deck of card

Language: unpredictable language

IV – Second stage of the internship – supervisor: Fedra Monteiro

In this stage of the internship we changed supervisors and could observe and a group of different classes with different levels and behavior from those we used to, so that we could enrich our experience in teaching different classes. These classes included the 3rd and 2nd cycle.

8. Description of the classes

Table 11

Class	Grade	Level	Duration of the lesson	Frequency	Number of Students
A	9 th	3	50 minutes	Friday	34
C	9 th	3	50 minutes	Tuesday Wednesday Friday	32
A	11 th	5	50 minutes	Monday Wednesday	34
C/G	11 th	5	50 minutes	Wednesday	26
E/F	11 th	5	50 minutes	Monday Tuesday	25

9th A – a very crowded classroom with very polite, intelligent and motivated students;

9th C – a crowded classroom with talkative, funny, smart, enthusiastic, and noisy students;

11th A – a very crowded classroom with unmotivated, apathetic and weak students;

11th C/G – smart, agitated and sometimes lazy students;

11th E/F – very polite, intelligent, funny, enthusiastic, and cooperative students;

9. Observation Stage

Class: 11th E/F

Date: Monday, 18th February 2013

Summary: handing out and correction of the written test (see attachment)

Observations: The class began with me and Vera introducing ourselves after a brief introduction done by teacher Fedra. Teacher called the students one by one and handed them their tests. It was a bit noisy because of the teacher's commentaries and the student's reactions. Some were happy with the grades but others were quite disappointed with themselves. The first part of the test was corrected orally. Teacher read the questions and students answered. There were two tests A and B. At the end of the class the teacher told them that if they had something to claim about their grades they could go and talk to her.

Class: 11th E/F

Date: Tuesday, 19th February 2013

Summary: page 43 exercises of comprehension.

Observations: Teacher asks for volunteers to read a text and there are many students willing to. After the reading students have to complete exercises on the textbook getting ideas from the text they've read. Some students are lazy and unwilling to work because they are worried about other subjects, so teacher advises them to forget about other subjects to focus on the English lesson. Students go to the board to write the sentences. Teacher explains it to the other students and gives other examples. Teacher gives them some time to complete the exercises and then students answer orally. She also explains some vocabulary for instance: fed up=sick of. Some students behave badly and talk while teacher is talking so she tells them to let her do her job otherwise they won't learn anything and they'll be disturbing those who want to. She is very firm and students respect her. Sometimes she uses Portuguese to make things be well understood.

Exercises:

- 1- Rubbing my hands together is the thing my mother loves/always tells me to do/wants me to do.
- 2- Because my father works for a television advertising business, he spends a lot of time watching TV.

Class: 9th C

Date: Tuesday, 19th February 2013

Summary: block 2-set2. Grammar spot/modal verbs (can, can't, must, mustn't), Activities A and B

Observations: This was the first time Vera and I went to that class so, we firstly introduced ourselves.

This class is very crowded and noisy. Sometimes teacher has to raise her voice to make students behave better. As she speaks one of the boys was making fun of her, so as a punishment for his disrespectful behavior, the boy was invited to leave the classroom.

Before she starts teaching, she tries to know if they had studied Modal Verbs before and what they know about it. After that, she explains that the Modal Verbs come together with other verbs and that different from the other verbs, they have a special behavior.

Students are asked to write sentences using the modal verbs they had just learned expressing possibility, impossibility, ability, and ask permission and then to write to write sentences using must/mustn't.

Before the bell rings teacher gives some homework (page 29 exercises A and B). She explains what they should do in each exercise.

Why Modal Verbs come together with other verbs?

Because they are auxiliary verbs. Examples: I can....(what can you do?), I can't.....(what can't you do?)

Affirmative form: subject + modal verb/auxiliary + main verb

Ex: I can dance rock n' roll.

Negative form: can + not= cannot/can't

Must + not=mustn't

Will + not=won't

Interrogative form: modal verb + subject + verb

Ex: can I go out? (inversion of the modal with the subject)

Can and Can't express:

Possibility= I can dance

Ability= I can cook catchupa

Ask permission= can I borrow your pencil?

Impossibility= I can't speak Chinese.

Must and Mustn't express:

Obligation=you must study hard

Necessity=you must see a doctor

Prohibition=you mustn't chew gum in class

Class: 9th C

Date: Wednesday, 20th February 2013

Summary: block2 set 2. Modal verbs-exercises- page 29

Observations: There was a little confusion before the beginning of the lesson because some students wanted to justify that they numbers had been noted down by the “*chefe de turma*” unfairly. They made it very noisily thus making things a bit hard to control. As punishment for their uneducated behavior, teacher did not deliver their tests. After the exercises had been explained to them, some students started answering orally and teacher wrote the answers on the board herself. After giving some time for the students to copy and solve the exercises, teacher calls some of them to the board. The exercise is solved with no difficulties.

A- Use the modal verbs to complete the sentences.

1- Students mustn't speak Portuguese in the English classes.

2- Can I have your phone number, please?

3- Children must respect their parents and teachers.

Choose the best answers:

1- My father must see a doctor.

can b)mustn't c)must

2- We can skateboard very well.

can't b)must c)can

Class: 11th A

Date: Wednesday, 20th February 2013

Summary: “Judy Blume” – Exercises of comprehension.

Observation: It's a very crowded room with very talkative students. After my introduction teacher asked some students to read. Many students wanted to read although the text was not long enough for all of them to read. After the reading, students had to complete the sentences on their textbook with ideas from the text. After this exercise, they did another on page 43 orally and start doing another one; however the time was not enough to finish it so it became homework.

Exercises:

- 1- Rubbing my hands together is the thing my mother likes me to do/wants me to do.
- 2- Because my father works for a television advertising business, he is always watching TV.

Class: 9th C

Date: Friday, 22nd February 2013

Summary: handing out and correction of the tests (see attachment).

Observations: After handing out the tests, teacher divided the board into 2 parts A and B for the corrections because there were 2 variants. Then she chooses students who have each of the variants to go to the board and make the correction. Some students volunteered to go to the board. They are extremely talkative, but at least they participate and give some feedback to the teacher. They are willing to learn. Teacher had to make some corrections on the board herself in order to save time. To finish the correction, some students read the compositions they did in the test.

Class: 11th E/F

Date: Monday 25th February 2013

Summary: Linkers-continued.

Observations: Teacher writes some exercises on the board for the students to copy. After copying, they had some time to fill in the blank spaces using the linkers although

or in spite of. Some volunteers go to the board and solve the exercises with no difficulties then teacher explains the reason why each linker had been used in each sentence. Students seem to have had some difficulties during the exercise, so to make it clearer, teacher explained them that they should work with the dependant clause, and that the independent clause remains the same.

Exercises:

A – Use although or in spite of:

1- In spite of all my careful plans, a lot of things went wrong.

2- Although I had planned everything carefully, a lot of my things went wrong.

B-Rewrite the following sentences:

1- Although he's got an English name, he's in fact German.

2- Despite having an English name, he's in fact German.

3- In spite of her injured foot she managed to walk to the village.

Class: 11th A

Date: Monday, 25th February 2013

Summary: Linkers-continued.

Observations: Teacher used the same procedure used in the class E/F. Lots of students were missing, so teacher started checking assiduity. Some students were willing to work; however, others were just wasting their time. Consequently, teacher advised those who were lazy and didn't want to work that they should make the time they spend at school worth and learn something instead of being there just wasting their parents' money. Some students had difficulties solving the exercises, but some managed to do it well.

Class: 11th E/F

Date: Tuesday, 26th February 2013

Summary: however/nevertheless

Observations: Teacher explained that however can be found in the middle as well as in the end of the sentences and that commas have to be used. She gave some examples and asked students to create their own sentences. They gave many examples, very good and creative sentences. Before studying this topic they had studied “family concept”, so

teacher brought them some development questions for them to think about and give elaborate answers. She wrote the questions on the board and gave them some time to copy and answer. Some of the students started talking to each other and wasting time, so teacher reminded them that she will be soon checking the answers and asking students to discuss the topics, so they better work. Students started giving their opinions orally, but time was not enough to finish so it had to be finished in the next class.

However/Nevertheless

I wanted to study; however, I was too tired.

I would like to finish my thesis, however, there's cricket on TV.

However/Nevertheless = Connecting adverbs - they indicate that the second point we wish to make, contrasts with the first.

Nevertheless is used for more formal situations.

I would like to finish my thesis. There's, however, cricket on TV.

Answer these questions about "family concept":

- 1-Why is family size decreasing nowadays?
- 2-Why are adults waiting longer to get married?
- 3-What are the advantages of getting married later?

Class: 9th C

Date: Tuesday, 26th February 2013

Summary: block 2 – set 3. Reading spot "Daniel Radcliffe" Page 21

Observations: The text in their textbook had some blank spaces and students had to complete it in order to read it, using some expressions in a box below the text. They first had a quick look to the text and then completed the sentences with teacher's help. Secondly, teacher reads the text and students followed her reading trying to fill in the gaps they couldn't fill in previously. Some words in the text were difficult so she noted them on the board to explain them the meanings and teach the pronunciation. They did a lockstep activity to pronounce each of the words. It was done twice. Then all the

students made a silent reading and after that teacher called some students to read aloud. To relax in the end of the lesson they did the “*Bingo Game*” which pleased the students very much, so that in the end of the lesson everybody was happy.
Homework: check vocabulary they don’t know & activity C.

The words:

Soon enough, role, BBC, expected, performed, soon afterwards, hit, Sorcerer’s Stone, released, pleased, audiences, critics, appeared, Azkaban, recently, acquired, although, co-star, hopefully, fabulous, career, truly, huge.

Class: 11th C/G

Date: Wednesday, 27th February 2013

Summary: However/Nevertheless. Family concept (questions).

Observations: teacher started by introducing them to the topics saying that they are not conjunctions but connecting adverbs and that they connect two points that don’t agree with each other. She explained that there are 4 ways of using “however” and that “nevertheless” is more formal. After the explanations, students had to write sentences using however. Some wrote good sentences but others were a little bit lazy. After this, teacher wrote some questions on the board about “family concept” for them to copy and answer. There were 6 questions and each student should choose 2 of them to work on and give an elaborate answer. They behaved well and gave very good answers orally.

However/Nevertheless

I would like to finish my thesis; however, there’s cricket on TV.

I would like to finish my thesis. However, there’s cricket on TV.

I would like to finish my thesis. There’s, however, cricket on TV.

I would like to finish my thesis. There’s cricket on TV, however.

Rufus had been in the village for over a year.

Nevertheless, the villagers considered him an outsider.

However/Nevertheless = connecting words

They indicate a conflict between the ideas expressed in the 1st and 2nd clause.

Class: 9th C

Date: Wednesday, 27th February 2013

Summary: "Daniel Radcliff" – Activities C, D, and E.

Observations: the teacher was fed up with the indiscipline and bad behavior of the students in this class. They were yelling at each other as if they were not in a classroom with a teacher but alone in savage jungle where they could do whatever they wanted. Consequently, teacher had to raise her voice to make them stop. When things got normal she invited some students to read the text they are studying. After the reading, she gave them the vocabulary of the text and also explained the context in which they're used. A student was sent out of the class due to disrespectful behavior. They solved the exercises on page 32 and then answered it orally. The exercise D was homework as they had not enough time to finish it.

Vocabulary:

Although=embora attend=frequentar recently=recentemente audience=people who assist

Huge=very big;enorme pleased=agradou hit=arrasou starred=was the main actor

Didn't expect to get the part=não esperava conseguir o papel act=perform co-star=ator secundário

Class: 9th C

Date: Friday, 1st March 2013

Summary: Block 2 – set 3. Workbook activities.

Observations: Teacher started the class advising students to behave well because she wouldn't tolerate indiscipline. A student went to the board to correct the homework. After this, they did some exercises of their workbook on the board. They had some difficulties and misunderstandings but the teacher helped them every time they got in troubles, so it went well.

E- Antonyms

1-Short plays-long plays 2- later-earlier

3- popular-unpopular 4-normal-different

Write the opposite of the following words:

1-Beautiful-ugly 2- rich-poor 3- small-big 4- expensive-cheap 5- tired-relaxed

6-nice-rude/bad 7- dark/clear/bright 8- heavy-light 9- full-empty 10-old-new/young

F- True or False – homework.

Class: 9th A

Date: Friday, 1st March 2013

Summary: block 2 - set 3. Reading activities C, D, and E

Observations: this was the first time in this class, so we first introduced ourselves. This class is organized and students have a good behavior. Some students read the text on their workbook and then teacher gave them the vocabulary of some words explaining their meanings and giving examples of how to use those words in other sentences. After doing the exercises and vocabulary, they did the bingo game using words from the vocabulary they had just learned. It was a very pleasant and relaxing moment, students loved it.

Vocabulary:

To act=perform Role=papel Soon enough= logo depois great=grande
hit=arrasou/was a big success huge=very big/enorme pleased=agradou

Worldwide=all over the world starred=was the main actor attend=frequentar

A-Multiple Choice:

Answer key: 1-b 2-b 3-c 4-b 5-a 6-a

Exercises D and E-homework

Table 12

Perform	Soon enough	Great
Although	Please	Role
Audiences	Huge	Hit

Class: 11th E/F

Date: Monday, 4th March 2013

Summary: grammar spot – prepositions of movement – pages 34/35

Observations: teacher drawn some pictures on the board for students to look at and try to guess what preposition of movement is being represented on each picture. Some were easy to guess but others a bit more difficult as they misunderstood some of the pictures, but it was generally easy. Teacher explained each of the drawings to the students and made the movements to illustrate each preposition better whenever possible. After the explanations, she gave them some exercises to practice what they've just learned. She wrote some exercises on the board, gave them some time to copy and answer and then asked for volunteers to go to the board. Students were willing to work and seem to have no difficulty with the exercise.

The prepositions of movement:

-Up, down, away, across, around, over, towards, through, far from, next to, opposite to, between, among, at, inside, outside, above and below.

Exercises:

A –Use prepositions to complete:

1-Paula ran up/down the stairs to the 1st floor.

2-There are good shops around this road.

3-I don't like him, so I always keep myself away from him.

Class: 11th A

Date: Monday, 4th March 2013

Summary: prepositions of movement.

Observation: teacher used the same procedures of the lesson in class E/F the same day.

Class: 11th E/F

Date: Tuesday, 5th March 2013

Summary: listening and writing spot. Interpretation of the song “Ob-la-di-Ob-la-da”

Observations: they had a listening activity but before that they have to make up a story with words taken from the song they would listen. They are advised not copy ideas from the story of the song and to be creative. They took a while to make it up and finally they had to read in the front to the class. Pair of girls did a nice story and they were applauded by their colleagues. Others were shy and didn't want to go to the front. The

following activity was to listen to the song and sing it all together. It was a very interesting and pleasant lesson.

Class: 9th C

Date: Tuesday, 5th March 2013

Summary: block 2 set3. Regular verbs, grammar spot, simple past, activity A

Observations: 3 students were invited to leave the class due to disrespectful behavior. Teacher announced the date for the written test (15th March). To teach the simple past and regular verbs, teacher tried to know the students' previous knowledge in order to make a bridge between what they already know and what's new for them. So, she asked them the differences between regular and irregular verbs. They gave some examples and even said how to make the past of regular verbs. They were very interactive and willing to participate. After sharing their knowledge, teacher gave them the explanation and some exercises to practice. They had little difficulties with the exercises.

Simple past/Regular verbs (actions happened in the past)

Ex: Charles played soccer last Monday.

Key Words: last, yesterday, the day before yesterday, ago, once upon a time.

Simple past/Regular verbs:

Infinitive +ed → walk-walked

Infinitive + d → like-liked

Infinitive + ied → study-studied

Infinitive + consonant +ed → stop-stopped

Page 32

1-Write the past simple of the verbs:

a) worked b)watched c)played d)liked e)enjoyed f)started
g) asked h)answered i)travelled j)listened k)called l)walked

Use past simple to complete the sentences:

1-My sister cooked a delicious food for me yesterday. (cook)

2-Teacher corrected the exercises on the board. (correct)

3-I visited my grandpa last night. (visit)

Class: 11th C/G

Date: Wednesday, 6th March 2013

Summary: getting ready for the test.

Observations: teacher had drawn sketches illustrating prepositions on the board for the students to identify and write their names below. Some students misunderstood the sketches but the exercise was in general easy to solve. In the second block of exercises, they seemed to have no difficulties concerning “in spite of” but it’s a little bit harder when the sentence begins with “though”.

Write the correct preposition:

1-near/next to 2-towards/through 3-across 4-along 5-up/down 6-upstairs
7-downstairs 8-far/away from 9-inside 10-outside 11-outside 12-between

Rewrite the sentences:

1-Although she got triplet, she’s a very strong lady

In spite of having triplet, she’s a very lady.

2-Despite all his money, he doesn’t waste much with food.

Even though he has a lot of money, he doesn’t waste much with food.

Class: 9th C

Date: Wednesday, 6th March 2013

Summary: block 2 set3. Simple past/regular verbs, interrogative/negative form

Observations: the class began with the correction of the homework given in the last lesson. After that, teacher explained the forms emphasizing the importance of the auxiliary verb and gave some examples for a better understanding. Each form (interrogative/negative) was explained and followed by exercises. They had little difficulties solving the exercises. Some were done on the board others were answered orally.

Simple past/Regular verbs

Interrogative form:

Auxiliary verb + did + subject + verb (infinitive)

Ex: Did Charles play soccer last Monday?

Yes, he did. No, he didn't.

Ex: Did you visit your friends yesterday?

Yes, I did. No, I didn't.

Exercises:

A- Make the interrogative of the sentences below:

1-Molly picked her coat from the bedroom. Did Molly pick her coat from the bedroom?

2-They corrected the exercises yesterday. Did they correct the exercises yesterday?

3-You walked around the yard. Did you walk around the yard?

Negative form:

Auxiliary verb + did + not + verb (infinitive)

Ex: Charles didn't play soccer last Monday.

She didn't visit me yesterday.

Exercises: (A and B on the page33 of the workbook)

Class: 11th A

Date: Wednesday, 6th March 2013

Summary: getting ready for the test.

Observations: this class has the same level as the class 11 C/G, so the same lesson was taught in both classes.

Class: 9th C

Date: Friday, 8th March 2013

Summary: simple past, regular verbs, activities B, C, and D.

Observations: 1 student sent out of the classroom for joking his mate. The board was divided into two parts so that more than one student could go to the board and so save some time. Students went to the board and solve the exercises, sometimes easily, sometimes with teacher's help. Some of the exercises required short answers, so they were answered orally. After completing all the sentences they did a lockstep reading to train their reading and pronunciation.

Examples of exercises:

- a) When did the dinosaurs live in earth?
- b) Where did Leo Da Vinci work?

Use past simple to complete the exercises:

- 1-The children didn't listen (listen/not) to the new song last night.
- 2-My teacher talked (talk) to me on the phone yesterday.

Correct the sentences below:

Ex: He didn't played soccer yesterday. Play

- 1-Did your children cried hard yesterday? Cry
- 2-My sister stopped at the bakery last Saturday. Stopped

Class: 9th A

Date: Friday, 8th March 2013

Summary: simple past, regular verbs, activities B, C, and D.

Observations: this class has the same level as the class 9th C so, teacher used the same procedures.

Class: 9th C

Date: Tuesday, 12th March 2013

Summary: Check your progress.

Observations: The class was mainly based on exercises as students can practice and test what they've learned and what they still have difficulties. The exercises were all on their exercise book on the pages 35 and 36. The exercises consisted of matching sentences with answers in a box, completing sentences using Can/Can't/Must and forming the past simple of words. Some were corrected orally and others on the board. The activity D was homework. Two students were sent out of the class for accumulating faults and two others for playing while teacher was explaining.

Class: 11th C/G

Date: Wednesday, 13th March 2013

Summary: Listening and writing spot. Interpretation of a song “ob-la-di ob-la-da”

Observations: this class was very interesting. Students listened to a song, and then they had to make up a story with some words taken out of the lyrics of the song they had listened. It had to be a completely new story, so they could not take ideas from the original story.

Class: 9th C

Date: Tuesday, 13th March 2013

Summary: Check your progress.

Observations: teacher began the class telling the students the contents for the written test. They did activities A and C on page 37 of their exercise book and corrected them on the blackboard. They seem to have little difficulties and were helped by the teacher whenever needed. In the end, teacher wrote another exercise on the board for the students to copy and solve.

Underline the best answers:

- 1-Those kids (must/can) wear uniforms.
- 2-(Must/Can) I go to school, mum? I’m not feeling OK.
- 3-My cousin (can/must) prepare delicious meals.

Class: 11th A

Date: Wednesday, 13th March 2013

Summary: Listening and writing spot. Interpretation of a song “ob-la-di ob-la-da”

Observations: teacher used the same procedures used in the class 11th C/G because the classes have the same level.

Class: 11th E/F

Date: Monday, 18th March 2013

Summary: handing out and correction of the test (see attachment).

Observations: the correction was done orally. The teacher advices the students to pay more attention when they are doing the exercises in order to avoid unnecessary mistakes that can make their grades go down. Some students were censured for studying for the philosophy test during the correction of the test.

Class: 11th A

Date: Monday, 18th March 2013

Summary: handing out and correction of the test (see attachment).

Observations: this class had a lot of bad grades, so teacher started by advising them to study more. After that, students went to the board to do the correction of the test. Some exercises were done orally.

Class: 11th C/G

Date: Wednesday, 20th March 2013

Summary: Reading and comprehension of the text “I’m a TV reporter” Advantages and disadvantages of television.

Observations: this lesson was taught by the trainee Vera Lopes. Vera used the same procedures used in the lesson of 11th E/F on the 19th of March

Class: 9th C

Date: Wednesday 20th March 2013

Summary: block 3 – set3. “No family is like my family”. Activities A and B

Observations: the class started with a brainstorming activity on family on which students gave a great contribution saying many words that are related to family. After that, students are asked to give their own definitions of family. Some gave very clever definitions; others joined some words from the brainstorming activity to build a definition. Then teacher wrote her own definition on the board and then she wrote some questions on the board for the students to copy and answer.

Family: peace, unity, brothers and sisters, education, protection, blood, help, love, tenderness etc.

Family: represents people living together by ties of marriage

Questions:

1-How many people are there in your family?

2-Have you got brothers and sisters? How many?

3-Is home your sweetest place in the world? Justify.

4-When do you feel better, alone or with your family?

Class: 11th C/G

Date: Wednesday, 10th April 2013

Summary: Conditional sentences II – Revision

Observation: as warm up teacher asked the students about their Easter holidays. Some said they had lots of fun, others just rested and some claimed that they should have had some more days. After that, teacher makes a small revision on the conditionals they studied before. Then, she started explaining the conditional II giving examples on the blackboard and she also explained that the use of the word “were” in conditional sentences is exceptional and explains the form to make conditional sentences. To consolidate what she had just explained, she writes some exercises on the board for them to copy and solve. Most of the students didn’t have many difficulties solving the exercises and those who had some doubts were immediately helped. They also did an exercise on their textbooks (page51-matching sentences) which was corrected orally. Finally, teacher introduced them to the concept of unless = except if, showing them that unless can be replaced by except if without changing the meaning of the sentence. Time was not enough to finish the explanations.

Conditional II

Ex: If I won lots of money, I would stop teaching.
If I were you, I would talk to your dad.

Form: conditional II = If + past simplewould
Would..... if + past simple

Exercises:

A-Use conditionals to build sentences:

1- (not/ rain/ the flowers/ die) (0)

If it doesn’t rain, the flowers die.

2-(Julie/not/wear/a hat/she/get /sunstroke) (1)

If Julie doesn’t wear a hat, she will get sunstroke.

3-(children/not/eat/well/they/not be healthy) (2)

If children didn’t eat well, they wouldn’t be healthy.

(Exercises A and B on the textbook page 51)

Unless = Except if

Ex: Unless, I don't find a job in the field of tourism, I'll teach.

I'll be at your place at 9:00 unless the bus is late.

John can't hear you unless you shout.

=

Except if

Class: 9th C

Date: Wednesday, 10th April 2013

Summary: block3 set1. Possessive determiners/activities A and B.

Observations: to our big surprise the class was totally organized when we arrived. Students were sitting in their own places, quiet with no noise at all. We were astonished and happy at the same time thinking that things would be that quiet and comfortable for the rest of the lesson, however, 5 minutes later, things went to its normal way and the noise and talking in pairs or groups began. Teacher gave them the dates of the tests and then they had to go to the page 40 of their textbook to read a text and identify the possessive determiners they found there. They had no difficulties doing it and could identify all of the determiners that were in the text. Next, teacher asked them to tell what the determiners are used for and one student answered correctly. After that, she draws a box on the blackboard to be completed with personal pronouns and possessive determiners. They did exercise B of the textbook and corrected it orally. Then, teacher wrote some exercises on the blackboard and after giving some time to copy and solve it, she called students to the board to make the correction. The exercise was easily done. Finally, teacher sent them to pages 38/39 to read the texts and match them with the pictures. The answers were given orally.

Table 13

Personal pronouns	Possessive determiners
I	My
You	Your

He	His
She	Her
It	Its
We	Our
You	Your
They	Their

A-Complete the sentences with the right possessive determiner:

- 1- Last night I visited my best friend. Her flat is far away from mine.
- 2-Can I borrow your bike? You can take my car.

Class: 9th C

Date: Friday, 12th April 2013

Summary: block 3 set1. Grammar spot-possessive case

Observation: first of all, teacher tried to know what the students already know about the possessive case to make a bridge between their knowledge and what they will learn. Secondly, she wrote some examples to better illustrate the subject and explained that they should use 's to show possession and that in special cases when the noun finishes in s they should only use '. After that, she wrote exercises on the board. Students offered themselves to solve the exercises. There was some noise during the correction so teacher advised them to pay attention as they can have the basis to be good students in the near future. The exercise was solved easily and they read each sentence aloud. Finally, they did a pair work exercise that was in their textbook in which they had to ask and answer questions to their colleagues.

Possessive case

Ex: The house of Peter is very nice. Peter's house is very nice.

The bikes of those children are modern. Those children's bikes are modern.

Singular: Peter's house = name+'s+object

Plural: Friends' birthday = '+object

Singular finishing in s: Chris's birthday=name+'s+object

Children's house

Rosie and Danny's father=father of both Rosie and Danny

Peter's and John's house= each of them has his own house

Exercise A:

Build sentences with 's or '.

That's:

1-Tim's computer 2-Alanis's new song 3-Martha and Ann's school

4-The girl's book 5-My parents' new car 6-The boy's dog

Class: 11th A

Date: Monday, 15th April 2013

Summary: unless=except if; unless=if ... not

Observations: Teacher used the same procedure used in the class 11th E/F the same day.

Class: 11th E/F

Date: Tuesday, 16th April 2013

Summary: correction of the homework. Block 3 set 1 – Exercises.

Observations: this class was taught by the trainee Vera Lopes. After greeting the students she started the class correcting the homework. She called 1 student from each pair to answer and read the sentence aloud.

None of the pairs seemed to have had difficulties. Then, students had to make a dialogue pretending that they are someone famous being interviewed by a reporter. Each pair had to go to the front to perform the interview. Most of the pairs did a very good job. It was very funny watching them performing. It was a pleasant and relaxing lesson.

Class: 9th C

Date: Tuesday, 16th April 2013

Summary: block 3 set1-possessive case-word book activities.

Observations: teacher had to raise her voice in order to put the class in silence. After that, she wrote some exercises on the board and gave them some time to copy and solve it. Then some students went to the board. The exercises were easily done; however, students had some difficulties with the second block of exercises which required a little more attention.

Exercises:

A-Rewrite the sentences using the possessive case.

1- Ex: That's the phone number of Peter.

That's Peter's phone number.

2- That's the house of Mary.

That's Mary's house.

B- Answer the questions:

1- Ex: Whose iPod is this? (Student) It's the new student's.

2- Whose glasses are these? (Teacher)

C- Correct the sentences:

1- These are Julie's bag_____

2- Look at that hat! It's Paul'_____

Class: 11th C/G

Date: Wednesday, 17th April 2013

Summary: Passive voice-presentation.

Observations: this class was taught by the trainee Vera Lopes. During the warm up she tried to know students' previous knowledge about the issue being presented. Next, she wrote two sentences on the board to illustrate a passive and an active sentence and asked students if they knew why and when the passive voice is used, but students were not able to give an answer. So, she explained it to them always encouraging them to participate and try to formulate the rules and forms needed. Some less shy students tried but had some difficulties and had to ask for the teacher's help who immediately intervened. After that, the teacher explained the forms and the usage and omission of the

by agent. Finally, she wrote some exercises on the board for the students to practice what had just been taught.

The passive voice

Peter builds a house. – Active sentence

The house is built by Peter. – Passive sentence

The use of Passive voice:

- We are interested in the object of the sentence.
- When we don't know who is doing the action.

Ex: Someone ate the sandwich.- Active sentence.

The sandwich was eaten ~~by someone.~~ –the by agent can be omitted when we don't know who did the action.

The form:

Active: Peter builds a house.

↓ ↓ ↓
Subject present passive agent

Passive: The house is built by Peter.

↓ ↓ ↓
Subject present perfect object

To be + past participle of the main verb.

Table 14

Tense	Active	Passive
Past simple	Peter builds a house.	The house is built by Peter
Simple present	Peter built a house.	The house was built by Peter
Present perfect	Peter has built a house.	The house has been built by Peter

The usage of by:

- We are normally not interested in the agent of the action in a passive sentence.

Exercises:

A- Rewrite the sentences in passive voice.

1. Frank takes photos.
2. The electricians test the fire alarm.

3. The teacher closed the window.

B- Rewrite the sentences in active voice.

1. The bag was packed by his mother.
2. The computer was used by Patrick.
3. Football is played by the children.

Class: 9th C

Date: Friday, 19th April 2013

Summary: Grammar spot-simple past-irregular verbs.

Observations: this class was taught by the trainee Vera Lopes. She made a brief revision of the past simple of regular verbs which students seemed to master very well. Then she started explaining the forms of the irregular verbs. Students participated although they made much noise and did the exercises without difficulty.

Affirmative form

Ex: Mary went to school last week.

Form: Subject + past of the irregular verb + complement

Negative form

Ex: Mary didn't go to school last week.

Form: Subject + auxiliary verb do in the past (did) + not + infinitive of the main verb + complement

Interrogative form

Ex: Did Mary go to Praia last week?

Form: Auxiliary verb do in the past (Did) + subject + infinitive of the main verb + complement

Time expressions used with the past tense:

- Yesterday, last, ago, the day before yesterday, once upon a time

Note:

Most irregular verbs remain the same for all the persons; however there is an exception, the verb “to be” in which one can observe that there are some changes.

EX:

Verb to have:

I	}	had
You		
She		
He		
It		
We		
You		
They		

Verb to be:

I	was	
You	were	
She	}	was
He		
It		
We	}	were
You		
They		

Practice

Exercise A of the exercise book (page 44)

Class: 11th A

Date: Monday, 22th April 2013

Summary: passive voice – presentation

Observations: this class was taught by the trainee Vera Lopes. She started by asking students if they had a nice week-end, then she asked them if they had studied passive voice before. Some said they did so, she asked them to try to explain the rules. One of the students did it very well and also gave examples. After that, she explained to them when to use the passive, how to form it and how to use it with different tenses. Students seem to have understood it very well.

Passive voice

When to use the passive:

1- To form the passive, we need a sentence in the active.

Ex: Pedro punched Kevin.

2- An object in the active sentence

Ex: Kevin is eating.

What is Kevin eating? No object in this sentence

Pedro punched Kevin.

Who did Pedro punch? Kevin is the object

How to form the passive:

Ex: Peter builds a house.

↓ ↓
Subject object

A house is built by Peter.

↓ ↓
Subject passive agent

The form: subject + auxiliary verb to be + past participle of the main verb + by + passive agent.

The by agent:

Ex: Mr. Brown built the house. Active

The house was built by Mr. Brown. Passive

Someone stole my bike.

My bike was stolen ~~by someone.~~

The by agent cannot be used if the sentence do not have an object.

Using passive voice with other verbal tenses:

Table 15

Tense	Active	Passive
Simple present	Peter builds a house.	The house is build by Peter.
Simple past	Peter built a house.	The house was built by Peter.

Class: 9th C

Date: Friday, 26th April 2013

Summary: block 3 – set 2. Exercise B page 43. Listening and writing spot.

Observations: Vera started by explaining to the students what was the purpose of the exercise. After that, she gave them some minutes to do it and then they did the correction on the board. Further to that, Vera played a CD in which they could listen to the full interview. Then they did a writing exercise in pairs in which they were supposed to perform an interview with questions similar to the previous interview. It was a nice lesson despite the noise and students seemed to have liked it.

10. Teaching Practice Stage

Lesson Plan 12

Class: 11th E/F

Date: March 19th 2013

Time: 10:40-11:30

Grade: 11th

Level: 5

Age: 16,17

Number of students: 25

Duration: 50 minutes

Summary: Reading and comprehension of the text “I’m a TV reporter”. Advantages and disadvantages of television.

Objective 1: (estimated time 5 minutes) Introduce myself.

Context: Real/natural.

Objective 2: (estimated time 5 minutes) - Warm up – Enable students to give their own definitions of television

Context: Classroom.

Aids: Students.

Language: Unpredictable language.

Objective 3: (estimated time 5 minutes) - Pre-reading task – ask students’ opinion about working on TV

Context: the text

Aids: Students.

Language: Unpredictable language.

Objective 4: (estimated time 15 minutes) - Reading Task – Make students read the text and answer the questions.

Context: The dialogue.

Aids: Exercise book, black board, and chalk.

Language: The language of the text.

Objective 5: (estimated time 10 minutes) – Listening activity – play the song “tell lie vision” and ask students to list the disadvantages on the song

Context: The song.

Aids: Computer and speakers

Objective 6: (estimated time 10 minutes) - Presentation Stage – Present some advantages of television

Context: The song.

Aids: Black board, and chalk.

Lesson Plan 13

Class: 11th A

Date: March 20th 2013

Time: 11:40-12:30

Grade: 11th

Level: 5

Age: 17,18

Number of students: 34

Duration: 50 minutes

Summary: Reading and comprehension of the text “I’m a TV reporter”. Advantages and disadvantages of television.

Objective 1: (estimated time 5 minutes) Introduce myself.

Context: Real/natural.

Objective 2: (estimated time 5 minutes) - Warm up – Enable students to give their own definitions of television

Context: Classroom.

Aids: Students.

Language: Unpredictable language.

Objective 3: (estimated time 5 minutes) - Pre-reading task – ask students’ opinion about working on TV

Context: the text

Aids: Students.

Language: Unpredictable language.

Objective 4: (estimated time 15 minutes) - Reading Task – Make students read the text and answer the questions.

Context: The dialogue.

Aids: Exercise book, black board, and chalk.

Language: The language of the text.

Objective 5: (estimated time 10 minutes) – Listening activity – play the song “tell lie vision” and ask students to list the disadvantages on the song

Context: The song.

Aids: Computer and speakers

Objective 6: (estimated time 10 minutes) - Presentation Stage – Present some advantages of television

Context: The song.

Aids: Black board, and chalk.

Lesson Plan 14

Class: 11th E/F

Date: April 15th 2013

Time: 10:40-11:30

Grade: 11th

Level: 5

Age: 17,18

Number of students: 25

Duration: 50 minutes

Summary: unless=except if, unless=if ... not (see attachment)

Objective 1: (estimated time 5 minutes) Warm up – State that English has many ambiguous words and give examples

Context: Real/natural.

Objective 2: (estimated time 25 minutes) – Presentation – Introduce students to the topic trying to make a bridge between what they already know and what is totally new.

Context: Classroom.

Aids: Blackboard, chalk and students

Language: Unpredictable language.

Objective 3: (estimated time 20 minutes) – Practice – Give students a set of exercises from which they can practice what they've just learned.

Aids: Blackboard, chalk, notebook, pencil, photocopies

Language: Unpredictable language.

Lesson Plan 15

Class: 9th A

Date: April 19th 2013

Time: 11:30-12:30

Grade: 9th

Level: 3

Age: 13,14

Number of students: 34

Duration: 50 minutes

Summary: Grammar spot-simple past-irregular verbs.

Objective 1: (estimated time 5 minutes) Warm up – Brief introduction since it's my first lesson in this class

Context: Real/natural.

Objective 2: (estimated time 25 minutes) – Presentation – Introduce students to the topic trying to make a bridge between what they have already learned know about past simple and what they'll be learning for the first time .

Aids: Blackboard, chalk and students

Language: Unpredictable language.

Objective 3: (estimated time 20 minutes) – Practice – Give students a set of exercises from which they can practice what they've just learned.

Aids: Blackboard, chalk, notebook, pencil, exercise book.

Language: Unpredictable language.

Lesson Plan 16

Class: 11thE/F

Date: April 22nd 2013

Time: 11:40 – 12:30

Grade: 11th

Level: 5

Age: 17, 18

Number of students: 25

Summary: Passive Voice – presentation

Objective 1: Warm up (estimated time 5 minutes) – ask students about their weekend

Context: the classroom

Aids: the students

Language: unpredictable language

Objective 2: Presentation stage (estimated time 15 minutes) – introduce the students to the new topic, explaining them the rules and usage of it

Context: the classroom

Aids: the board, the course book

Language: language of the book

Objective 3: Practice stage (estimated time 20 minutes) – make students put in practice what the students had learnt on the presentation stage

Context: the classroom

Aids: the course book

Language: language related to the topic

Lesson Plan 17

Class: 9th A

Date: April 26th 2013

Time: 11:40-12:30

Grade: 9th

Level: 3

Age: 13,14, 15

Number of students: 34

Duration: 50 minutes

Summary: block 3 – set 2. Exercise B page 43. Listening and writing spot.

Objective 1: (estimated time 10 minutes) Warm up – Talk about family and which member of the family they get better along with.

Context: Real/natural.

Objective 2: (estimated time 15 minutes) – Presentation – State the purpose of the exercise and give some time for the students to do it.

Context: Classroom.

Aids: Blackboard, chalk and the exercise book.

Language: Language of the text.

Objective 3: (estimated time 25 minutes) – Writing and Speaking activity – Students will work in pairs and perform an interview.

Context: the interview

Activity and class organization: Pair work (performing the interview in pairs)

Aids: Notebook, pencil and exercise book

Language: Unpredictable language.

Lesson Plan 18

Class: 11th E/F

Date: April 30th 2013

Time: 10:40-11:30

Grade: 11th

Level: 5

Age: 17,18

Number of students: 25

Duration: 50 minutes

Summary: Interesting facts about the English language.

Objective 1: (estimated time 10 minutes) Warm up – Talk openly about the English language

Context: Real/natural.

Objective 2: (estimated time 15 minutes) – Sharing experiences – Share our experiences with the English language and allow students to talk about their personal experiences and motivation.

Context: Classroom.

Language: Unpredictable language.

Objective 3: (estimated time 25 minutes) – Presentation – present some interesting facts about the English and interpret those facts.

Aids: Blackboard, chalk, photocopies

Language: Unpredictable language

V – Conclusion

During the three years before the internship my colleagues and I have acquired a great deal of knowledge which allowed us to be confident enough and well prepared to start our teaching practice. However, putting all the theories we have learned into practice is not as easy as it may seem. Something that helped me a lot during this internship was the fact that we observed the classes before we start the teaching practice. The observation is a very important part of the internship given that in this stage we could learn how to:

- deal with daily classroom problems;
- maintain the classroom organized;
- control the students;
- control ourselves in order to transmit serenity to the students;
- and adapt the materials available to the context of each class;

Further to the observation stage, the teaching practice was equally important since I have had the chance of being in the real context of a classroom and developing my teaching skills which is something vital for someone who wants to become a teacher. The fact of having observed and taught in classes with different levels and behaviours gave me good basis to my future professional life.

All the feedback I have received from criticisms to compliments contributed greatly to improve my qualities and cut on my defects.

In conclusion, the whole training was a rewarding experience and I feel ready and well prepared to begin a career as an English teacher.

VI – Bibliography

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Azar, B. (1981), *Understanding And Using English Grammar*, New Jersey: Prentice - Hall, Inc.

Barros, V., Correia, P. & Barros, L. (2006), *Spotlight 1: Nivel 3, Inglês 7º Ano, Spotlight 1 Workbook, & Spotlight 8: Nivel 4, Inglês 8º Ano*, Porto: Porto Editora

Internet

História do Liceu Ludgero Lima <http://www.liceuludgerolima.blogspot.com>, 2013-05-01, 11:32:24

Note: The English teachers of Ludgero Lima High School in association with English teachers of Jose Augusto Pinto High School made an academic collection the different English grammars above to teach lessons in the 11th and 12th grade, but in the 9th grade they have followed the book and the workbook Spotlight 1.

VII – Attachments

Attachments of the first stage of the internship

13th of November 2012

LICEU LUDGERO LIMA ENGLISH WRITTEN TEST

Name _____ Number: _____

Class: _____ Date: _____ Grade: _____

TEXT

Read this page from Becky Wilson's diary.

5

Dear Diary

Unfortunately the summer holidays are over and today was my first day back at school. When I got up I felt very sad about starting a new school year. However, when I arrived at school my feelings changed completely because it was great to be with all my friends again.

5

Suddenly the bell rang and we had to go to the classroom to start the morning classes. The first one was an English lesson with strict old Mrs Briggs. As usual she asked us to write a short essay about our summer holidays.

Here is what I wrote:

10

"Last summer holidays I had an unforgettable experience. I didn't go to the seaside as I usually do because my friend Jane invited me to spend two weeks on her grandparents' farm in Wales. I thought of refusing the invitation because I'm a city girl and I was afraid of having very boring holidays but I decided to accept it because it would be a new experience and my friend needed me to keep her company.

Jane's parents drove us there on a Saturday afternoon. We arrived very late at night.

15

The next morning I woke up to the smell of fresh bread and cakes. When I went downstairs everybody was having breakfast. Jane said: "On a farm everybody gets up very early, you know? There's always a lot to do."

Breakfast was great! I had fresh bread and butter with cream. The honey from their bees was delicious... Well, I won't forget meals on the farm!

20

In fact, I won't forget my last summer holidays because I enjoyed myself a lot. I milked the cows, watered the vegetables, fed the animals and picked fruit. For someone living in a big city these were very exciting activities.

The pure air and the quietness of the countryside also impressed me.

A – Mark the sentences TRUE or FALSE. Correct the false sentences and find evidence for the true ones.

1. Becky feels unhappy about the end of summer holidays.

2. She didn't like meeting her friends.

3. The students had an English lesson after lunch.

4. They had to do a written activity.

5. Becky didn't write the composition.

C. Answer these questions.

1. Where does Becky usually go on her summer holidays?

2. Did she go there last summer?

3. Why was she afraid of having boring holidays?

4. Was she the first to get up? Why / Why not?

5. What's her opinion of meals on the farm?

6. Did she enjoy herself last summer holidays? Explain.

C - What do the following words refer to:

1. I (line 2) _____

2. We (line 5) _____

3. She (line 6) _____

4. Her (line 10) _____
5. Us (line 13) _____

D - Put the verbs in brackets in the correct tenses: Present Simple and Continuous and Past Simple and Continuous.

"I _____ (be) fourteen years old and this trip _____ (be) my first great experience. Last year, my parents and I _____ (want) to go, but my mother _____ (have) a car accident... She _____ (drive) the car very carefully as usual, but a truck driver suddenly _____ (lose) control and they both _____ (go) to hospital! Right now I _____ (prepare) my suitcase and I _____ (not/want) to forget anything."

Name _____ Number: _____

E – Fill in the gaps with the comparative of superiority of the adjective in brackets.

1. Becky is _____ than Jane. (young)
2. Jane is much _____ Becky. (fat)
3. Becky is _____ her sister. (happy)
4. I think that Jane is _____ Mrs Briggs. (beautiful)
5. Jane sings _____ Becky. (bad)

F – Build the superlative forms of the adjectives in the table.

Intelligent	
Small	
Funny	
Hot	
Polluted	
Good	

G – Composition

Write a short text about one of the following topics:

1. My Summer holidays
2. Cape Verde – A very beautiful country



English is easy, isn't it?

Guilherme Lima

Ano Lectivo 20012/13	LICEU LUDGERO LIMA ENGLISH LANGUAGE	12th Grade Level IV
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CRITÉRIOS DE CORREÇÃO, SUGESTÕES DE RESPOSTA E COTAÇÕES

Objectives	Answer Key	Score
A- Comprehension True (T) / False (F)	1- False. He feel very sad 2- False. It was great to meet them again 3- False. English was the first lesson 4- True 5- F. She wrote a short essay about her summer Holidays	5*4=20
B- Comprehension (Answering questions.)	1- She usually goes to the seaside. 2- No, she didn't. 3- Because she is a city girl. 4- No, because they arrived late. 5- They were wonderful 6 – Yes, because she enjoyed herself a lot. She milked the cows, watered the vegetables, fed the animals, and picked fruit.	6*10=60
C – Comprehension Scanning the text for personal pronouns	1- Becky; 2- Becky and her friends; 3- Mrs Briggs; 4- Jane; 5- Becky and Jane	5*4=20
D- Grammar: Verb Tenses - Gaps filling	am / was wanted had / was driving lost went / am preparing don't want	9*4=36

E- Grammar – Degrees of adjectives - Gaps filling	1- Younger 2- fatter 3- happier 4- more beautiful 5- worse than	5*4=20
F – Grammar - Superlatives	1. the most intelligent 2. the smallest. 3. the funniest. 4. the hottest 5. the most polluted 6. the best	6*4=24
G - Composition	1- (free answer)	5*4=20
	Total	200

23rd of November 2012

The song:

Someone like you - Adele

I heard that you're settled down
That you found a girl and you're married now
I heard that your dreams¹ came true
Guess she gave you things, I didn't give to you

Old friend
Why are you so shy²
It ain't like you to hold back
Or hide from the light

I hate to turn up out of the blue uninvited
But I couldn't stay away, I couldn't fight it
I hoped you'd see my face and that you'd be reminded³
That for me, it isn't over

Never mind, I'll find someone like you
I wish nothing but the best for you, too
Don't forget me, I beg, I remember you said
Sometimes it lasts in love
But sometimes it hurts instead⁴
Sometimes it lasts in love
But sometimes it hurts instead, yeah

You'd know how the time flies
Only yesterday was the time of our lives
We were born⁵ and raised in a summery haze⁶
Bound by the surprise of our glory days

I hate to turn up out of the blue uninvited
But I couldn't stay away, I couldn't fight⁷ it
I hoped you'd see my face and that you'd be reminded⁸
That for me, it isn't over⁹ yet

Never mind, I'll find someone like you
I wish nothing but the best for you, too
Don't forget me, I beg¹⁰, I remember you said
Sometimes it lasts in love
But sometimes it hurts instead, yeah

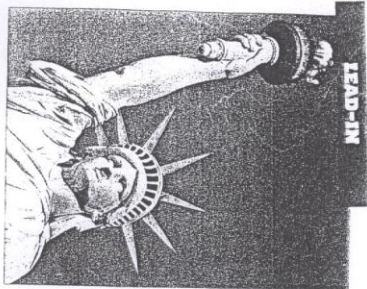
Nothing compares, no worries or cares
Regrets and mistakes they're memories made
Who would have known how bitter-sweet this would taste

Never mind, I'll find someone like you
I wish nothing but the best for you
Don't forget me, I beg, I remembered you said
Sometimes it lasts in love
But sometimes it hurts instead

Never mind, I'll find someone like you
I wish nothing but the best for you, too
Don't forget me, I beg, I remembered you said
Sometimes it lasts in love
But sometimes it hurts instead
Sometimes it lasts in love
But sometimes it hurts instead, yeah, yeah

HOLIDAYS AND HOBBIES

7. DESTINATION - BIG APPLE



3 MINUTE QUIZ

Test your travel knowledge...

- What's the name of this statue? 5 points
 - In which city can you find it? 5 points
 - In which country is this city? 2 points
 - Name three other cities in this country. 2 points each
- What other things do you know about this country?
Do you know anyone famous who lives there?

ICAN LISTEN / READ

Read the lyrics of the song and with a partner decide on the best title.

- New York, New York
- New York State of Mind
- Fingertown in New York

⑩ Listen to this song by Billy Joel and fill in the words from the box.

Some folks like to get away
Take a holiday from the neighbourhood
Hop a flight to Down Town
Or to Manhattan
But I'm taking a Greyhound
On the Manhattan state of mind
I'm in a Manhattan state of mind

Hollywood
New York
Manhattan River

104

The words in bold are wrong.
Listen to the song and correct them.

I have seen all the film stars
In their fancy bricks and their limousines
I have been staying in the Rockies under the
evergreens
But I know what I'm needing Time
And I don't want to waste more time
I'm in a New York state of mind

⑪ Put the lines of the last part into the correct order.

① I don't have any reasons
② I have left them all behind
③ I don't care if it's Clinton or on Riverside
④ I'm in a New York state of mind
⑤ It comes down to reality
⑥ And it's time with me 'cause I have let it all fly

⑫ Answer the questions TRUE or FALSE.

- Some people like to leave New York and take a holiday somewhere else. True
- The man never visited other places in America. False
- He wants to leave New York. False
- He is going to take a bus trip in New York. True

⑬ Scan the lyrics and find words which mean similar things as the following.

- people folks
- catch he P
- move down
- modern glam
- squid snail
- spend cost

ICAN STUDY

Present Perfect

Read the lines from the song:

I have seen all the movie stars.
I have been high in the Rockies.
I have left them all behind.

Complete the rule:

a) when we talk about an experience in our life we use the Present Perfect
b) when we talk about a result of a past action, we use the Present Perfect.

ICAN STUDY

AFFIRMATIVE			
Personal pronoun	Auxiliary verb	Main verb	Past Participle
I / you / we / they	have	seen	seen
he / she / it	has	left	left
NEGATIVE			
Personal pronoun	Auxiliary verb	Main verb	Past Participle
I / you / we / they	haven't	seen	seen
he / she / it	hasn't	left	left
INTERROGATIVE			
Personal pronoun	Auxiliary verb	Main verb	Past Participle
I / you / we / they	have	seen?	seen?
he / she / it	has	left?	left?

105

14th of December 2012

Hiring a car

Rent a car clerk: Good morning. Can I help you?

Client: Good morning. I'd like to rent car, please?

Rent a car clerk: Surely, sir. When would you like the car and for how long?

Client: For 3 days starting tomorrow morning if possible.

Rent a car clerk: All right. And what kind of car would you like?

Client: I don't really mind, but I only need a small one.

Rent a car clerk: I have, a small black Ford Fiesta, available. Would that be all right?

Client: That sounds fine. How much will it cost?

Rent a car clerk: The cost per day is 35 pounds, sir.

Client: Does that include all the extras?

Rent a car clerk: Yes, that's with unlimited mileage and full insurance.

Client: Excellent! Well, can I do the paperwork now?

Rent a car clerk: Certainly. I'll just need to fill in this form with your details.

Client: Fine, here is my driver's license and my passport.

Rent a car clerk: How will you be paying for the car sir?

Client: By visa, here is my card.

Rent a car clerk: Thank you for choosing our service. Bye.

Client: You are welcome. Bye.

5th of February 2013

Interesting Facts about English

1. English is an official language in 53 countries
2. Surprisingly, English is not an official language in the United Kingdom, United States or Australia (these countries don't have any official language)
3. Approximately 375 million people speak English as their first language
4. English today is the third largest language by number of native speakers (after Mandarin Chinese and Spanish)
5. The most common letter in English is "e".
6. The most common vowel in English is "e", followed by "a".
7. The most common consonant in English is "r", followed by "t".
8. Every syllable in English must have a vowel (sound). Not all syllables have consonants.
9. Only two English words in current use end in "-gry". They are "angry" and "hungry".
10. The word "bookkeeper" (along with its associate "bookkeeping") is the only unhyphenated English word with three consecutive double letters. Other such words, like "sweet-toothed", require a hyphen to be readily readable.
11. The word "triskaidekaphobia" means "fear of Friday the 13th". It also means "superstition about the number thirteen" in general.
12. More English words begin with the letter "s" than with any other letter.
13. The word "uncopyrightable" is the longest English word in normal use that contains no letter more than once.
14. A sentence that contains all 26 letters of the alphabet is called a "pangram".
15. The following sentence contains all 26 letters of the alphabet: "The quick brown fox jumps over the lazy dog." This sentence is often used to test typewriters or keyboards.
16. The only word in English that ends with the letters "-mt" is "dreamt" (which is a variant spelling of "dreamed") - as well of course as "undreamt" :)
17. The word "alphabet" comes from the first two letters of the Greek alphabet: alpha, beta.
18. The shortest complete sentence in English is the following. "I am."

19. The word "Checkmate" in chess comes from the Persian phrase "Shah Mat" meaning "the king is helpless".
20. The longest English word without a true vowel (a, e, i, o or u) is "rhythm".
21. "Set" has more definitions than any other English word: Twenty-five as a transitive verb, 11 as intransitive, 24 as a noun, and seven as an adjective. That doesn't even count phrases.
22. Pneumonoultramicroscopicsilicovolcanokoniosis is, according to the *Oxford English Dictionary*, "a factitious word alleged to mean 'a lung disease caused by the inhalation of very fine silica dust, causing inflammation in the lungs'".

14th of December 2012

My Christmas Holiday- Making a reservation at a hotel

Receptionist: Good morning. Welcome to Dom Paco Hotel.

Client: Hi, good morning. I'd like to book a room for the fourth weekend in December. Do you have any vacancies?

R: Yes sir, we have several rooms available for that particular weekend. And what is the exact date of your arrival?

C: The 23rd.

R: How long will you be staying?

C: I'll be staying for four nights.

R: How many people is the reservation for?

C: There will be two of us.

R: And would you like a room with twin beds or a double bed?

C: A double bed, please.

R: Great. And would you prefer to have a room with a view of the ocean?

C: If that type of room is available, I would love to have an ocean view. What's the rate for the room?

R: Your room is two thousand escudos per night. Now what name will the reservation be listed under?

C: Charles Wilton.

R: Could you spell your last name for me, please?

C: Sure. W-I-L-T-O-N.

R: And is there a phone number where you can be contacted?

C: Yes, my cell phone number is 555-26386.

R: Alright, Mr. Wilton, your reservation has been made for the twenty-third of December for a room with a double bed and view of the ocean. Check-in is at 2 o'clock. If you have any other questions, please do not hesitate to call us.

C: Great, thank you so much.

R: My pleasure. We'll see you in December, Mr. Wilton. Have a nice day.

**LICEU LUDGERO LIMA
ENGLISH WRITTEN TEST**

Name	Number	Class
Date	Evaluation	Teacher

Read the text attentively and try to do all the exercises as complete as possible.

Mobile Phones in the Classroom

How often do you hear a mobile phone when you are walking down the road?

More and more people are using mobile phones and many teenagers now have them too. Last year an estimated 14% of sixteen-year-old students had a mobile phone and made and received phone calls during classes. Some schools in Britain have banned mobile phones because students use them in lessons.

Charles Harvey, a Math teacher at a secondary school in Edinburgh, says:

"It's very irritating. I always ask students to turn their phones off before I start lesson, but not everyone listens to me. Students see no problem with making and receiving phone calls during class.

Mobile phones really disturb order in the classroom. Sometimes I'm explaining some complicate theory and *dring... dring* – Everything is lost.

Last year I tried to confiscate phones but parents complained. I think mobile phones are useful. I'm not against them. However, students shouldn't bring mobile phones to school."

Vocabulary

Banned – proibido **confiscate** – tirar algo de alguém

Disturb – perturbar **complain** - reclamar

A - Decide whether the following statements are true (T) or false (F). Correct the false ones.

1- The use of mobile phones is increasing

2- More than 10% of mobile phones in classrooms are estimated to be used by sixteen- year - old students.

3- All British schools have abolished the use of mobile phones during lessons.

4- Students are always asked to turn off their mobile phones at Charles Harvey's classes.

5- Mobile phones never disturb order in classes.

6- Parents always accept the exclusion of mobile phones in classes.

B - Read the text and answer the questions:

1- Why are schools trying to avoid the use of mobile phones in classes?

2- How was the increasing rate of mobile phones last year?

3- What were the parents' reactions when Charles Harvey tried to confiscate the students' phones?

4- What are students' opinions about making and receiving phone calls during classes?

5 - How does the Math teacher describe the use of mobile phones at school?

6- Do you use mobile phones in class? Why/ Why not?

C - Match column A with column B to form sentences according to the text:

A

- 1- Many students
- 2- Some schools
- 3- Mobile phones
- 4- Parents don't accept it
- 5- Many students want

B

- a- disturb order in the classroom
- b- when teachers confiscate phones
- c- have a mobile phone
- d- to receive calls during classes
- e- don't allow students to use phones in school

1) _____ 2) _____ 3) _____ 4) _____ 5) _____

D – Choose the best alternative: a), b) or c?

1- I haven't bought a new phone, _____.

- a) just b) already c) yet

2- I _____ have a cell phone, but now I don't.

- a) used to b) didn't use to c) use to

3- Peter _____ phone me, but now he does.

- a) used to b) didn't use to c) use to

4- I have _____ talked to my teacher on the phone.

- a) ago b) already c) yet

5- Peter started going to cyber cafes. He _____ surf on the net.

- a) used to b) didn't use to c) use to

Name	Number	Class
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E – Fill in the blanks with much, many, few, little.

1- I am very busy. I don't have _____ time to talk to you.

2- How _____ cell phones have you got?

3- You are unfriendly, so _____ classmates talk to you.

4- I'm in a hurry. I have _____ time to answer phone calls.

5- Did you take _____ photographs with your camera?

F – Complete the sentences with although / in spite of / because / because of.

1. _____ the price, this was a good mobile phone.
2. _____ Tom didn't have money for photocopies, he bought a good cell phone.
3. I answered the phone _____ my grandmother was sick.
4. I joined this new company _____ the price of the contracts.

G – Fill in the blanks with some or any + -body / -thing / -where

1. _____ telephoned for you.
2. Do you want _____ from the shops?
3. Does _____ want to speak about that?
4. I don't know where Ann is. I haven't seen her _____.
5. You must be thirsty. Would you like _____ to drink?

H – Write about two things that you have already done today and two things you haven't done

yet.

**I WISH YOU A MERRY CHRISTMAS
AND A HAPPY NEW YEAR!!!!!!**



Ano Lectivo 20012/13	LICEU LUDGERO LIMA ENGLISH LANGUAGE	12th Grade Level IV
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CRITÉRIOS DE CORREÇÃO, SUGESTÕES DE RESPOSTA E COTAÇÕES - A

Objectives	Answer Key	Score
A- Comprehension True (T) / False (F)	1- T. 2- T 3-F. Some schools in Britain have banned mobile phones because students use them in lessons 4- T 5- F. Mobile phones disturb order in the classroom 6- F. Last years I tried to confiscate phones but parents complained.	6*4=24
B- Comprehension (Answering questions.)	1- Because mobile phones disturb order in the classroom. / because students use them in lessons. 2- The increasing rate was about 14% last year. 3- They complained. 4- Students see no problem with it. 5- The Math teacher thinks that mobiles are irritating when they are used in classes. 6- (free answer)	6*10=60
C- Comprehension - Matching	1- c; 2- e; 3- a; 4- b;	5*4=20

	5- d	
D- Grammar (multiple choice)	1-c; 2-a; 3-b; 4-b; 5-b;	5*4=20
E- Grammar (Quantifiers)	6- much 7- many 8- few 9- little 10- many	5*4=20
F – Grammar (LINKERS)	1- In spite of 2- Although 3- because 4- because	4*4=16
G - Grammar (some and any + -body/ -thing/ - where)	2- somebody 3- anything 4- anybody 5- anywhere 6- something	5*4=20
H- Writing	(free answer)	4*5=20
	Total	200

Attachments from the second stage of the internship

18th of February 2013

Teacher's sign. _____

Students' Eval. _____

Name: _____ n: _____ Class: _____ Grade: _____

Test A

The last day for my grandpa

Nancy Park

I am in my grandpa's house. The sun is shining beautifully. But I cannot enjoy the good weather because of my grandfather. He is acting stranger than usual. He keeps waving at my family and me without saying anything. His weird behavior is freaking me out. My father worries about him, but we have to go back home.

Leaving my grandpa behind, I worry about him, too. In the car on the way home, the sun suddenly warms me up and melts my worries away. It makes me sleepy, and I fall asleep.

A sudden phone call rings and wakes me up from a sweet dream after a few seconds. I barely open my eyes and see my pa's sad face. There are tears streaming down from his two narrow eyes. I don't understand!

What has happened to make my father so sad? "Tell me daddy, why are you crying?" My dad gulps down his pain and tells me the shocking news - my grandpa just died a few minutes ago! I can not believe it!

when my grandfather gave his warm, strong hand to me. I miss my grandpa so much! Grandpa, are you going to heaven? well.. I hope so. Good bye grandpa, I love you so much!

My father then quickly turns the car around and drives in the direction of to grandpa's house again. In the car, it is very silent. Nobody is talking, but sobbing quietly. I can not cry at all before I see him. The sky has become dark and so has my family's faces.

In the morning, all my relatives gather at grandpa's house to prepare for the funeral. I see a peaceful dead body lying in a coffin. It feels like he is taking a long nap, but his body is cold like a frozen ice. I want to give him a blanket to make him warm.

After a few seconds, tears well up in my eyes and I cry like a baby. I miss the time with grandfather fighting over the television channel. I miss the time

A-Read the text and answer the following questions:

1-How does Nancy feel with her grandpa's weird behavior?

2- What made Nancy better after leaving her grandpa behind?

3- How did Nancy's dad do to tell his daughter about the sad news?

4- What memories did she keep of her grandpa?

B- True (T) / False (F). Correct the false statements:

1-Nancy 's grandpa didn't cry when his family left him behind.

2- Nancy opened her eyes wide to see her dad's sad face.

3-In the car back to grandpa's house the family cried loudly.

4-Grandpa's dead body was as warm as an ice.

5- Nancy taught about her grandpa's good memories.

a) _____

b) _____

c) _____

C- Find words synonymous of the following ones in the text:

1-Unusual _____ (P.1) 4- Without sound _____(P.5)

2-Become liquid _____(P.2) 5- Very cold _____(P.6)

3-Small _____ (P:3) 6-Liquid from eyes _____(P.7)

D- Complete the sentences getting ideas from the text:

1- Nancy's grandpa kept waving at the family since _____

2- Nancy's father told her the bad news after _____

3- Nancy's grandpa body was cold because _____

E- Rewrite the sentences that follow:

1- *Nancy felt asleep. Nancy is worried about her grandpa.*

a) Although _____

b) In spite of _____

F- Use although / in spite of to fill the gaps:

- 1- _____ grandpa didn't seem dead ,lots of people gathered at the house to attend the funeral,
- 2- Nancy could retain all the good moments with her grandpa _____ being sad.
- 3- Nancy's grandpa was a very good old man, _____ his peculiar behavior.
- 4- Nancy and her family had to go back home, _____ they wished to stay more time with grandpa.

22nd of February 2013

Teacher's Sig. _____	Student's Eval. _____	
9th grade 2nd trimester	Ludgero Lima High School English Test	2012/13
Name: _____ n: _____ Class: _____		

TEST A
Cristiano Ronaldo

Cristiano Ronaldo dos Santos Aveiro, born on February 5th, 1985 and commonly known as **Cristiano Ronaldo**, is a Portuguese footballer who plays as a forward for Spanish club Real Madrid and serves as captain of the Portuguese national team. Ronaldo currently holds the distinction of being the most expensive player in football history after having transferred to Real Madrid from Manchester United in a deal worth £80 million (€94m, US\$132m). His contract with Real Madrid is believed to have made him the highest-paid football player in the world.



Ronaldo began his career as a youth player for Andorinha, where he played for two years, then moved to Nacional. In 1997, he made a move to Portuguese giants Sporting CP. Ronaldo's precocious talent caught the attention of Manchester United manager Alex Ferguson and he signed the 18-year-old for £12.24 million in 2003. The following season, Ronaldo won his first club honour, the FA Cup, and reached the Euro 2004 final with Portugal, in which tournament he scored his first international goal.

In 2008, Ronaldo won the Champions League with United, and was named player of the tournament. He was named the FIF Pro World Player of the Year and the FIFA World Player of the Year, in addition to becoming Manchester United's first *Ballon d'Or* winner in 40 years. Three-time Ballon d'Or winner Johan Cruyff said in an interview on 2 April 2008, "Ronaldo is better than George Best and Denis Law, who were two brilliant and great players in the history of United."

A- Read the text and answer the following questions:

- 1- How old is Cristiano Ronaldo?

- 2- What is Cristiano position in Real Madrid?

3- Where did he start his career as a footballer?

4- Who was Alex Ferguson?

5- When did Cristiano win the Champions League with United?

Test A

B-Choose the best answer:

- 1-Ronaldo became rich because of the _____ team
a) Manchester United b) Real Madrid c) Andorinha
- 2-Ronaldo scored his first international goal in _____
a) 2003 b) 2004 c) 2005
- 3-Ronaldo played in the national team for _____ years.
a) three b) one c) two
- 4- Ronaldo's first cub honor was won in _____.
a) 2003 b) 2002 c) 2004
- 5-George Best was _____.
a) Ronaldo's brother b) Renaldo's couch c) a player of United

C-Match words in A their definition B:

A	B
1-footballer	a-leader of sport team
2-captain	b-job or series of jobs
3-manager	c-someone who plays football
4-career	d-ability to do something
5-talent	e-person responsible for managing an organization

1-_____ 2-_____ 3-_____ 4-_____ 5-_____

D- Write past simple of the regular verbs that follow:

- 1- Play _____ 4- marry _____
2- contract _____ 5-Stop _____
3- walk _____ 6-travel _____

E- Complete the following exercises with past simple of verbs in exercise D:

- 1- Cristiano Ronaldo _____ (neg) to Spain yesterday.
2- Ronaldo _____ his last game two days ago.
3- I _____ Ronaldo's brother. He's my husband.
4- _____ Ronaldo _____ near the beach yesterday?

F- Correct the following sentences. Write the correct ones:

Ex: she can makes her bed very day. Make

- 1- The kids must doing their home right now. _____
2- I don't can sing the Portuguese anthem. _____
3- Ronaldo can't plays piano. _____
4- Ronaldo must married a famous woman. _____

G- Choose the right answer to complete the exercises:

- 1- _____ I call you by your last name, please?
a) Must b) can c) mustn't
- 2- Ronaldo _____ play soccer well but he _____ play the piano.
a) Can/can't b) can't / can c) must/mustn't
- 3- Players _____ obey their captains.
a) can't b) can c) must
- 4- Ronaldo _____ see his doctor. His knees are swollen.
a) mustn't b) must c) can't

Name: _____ n: _____ :class: _____ grade: _____

H- Writing:

Who's your favourite sport figure/pop star?
Where's he/she from? Where does he/she live?
Why do you like him/her?

18th of March 2013

2012/13	Ludgero Lima High School English Test	11th grade (II)
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Teacher's sign. _____

Students' Eval. _____

Name: _____ n: _____ Class: _____ Grade: _____

Test A



Hiromi Yonemoto

Working provides good experience

Working part-time is a good experience for students. Of course, it has some bad points, but it has as many good points as bad. As for me, I have a part-time job working at a supermarket. It is harder than it looks. I have to give up my time for my job. Therefore, sometimes I have to give up my sleeping time in order to do my homework. That is not good, I know. However, thanks to it, or because of it, I have learned to concentrate more, and now I use my time more wisely.

Some people say that students take part-time jobs only for money. Of course we do, but I don't think students work just for money. We get other things from working. For instance, I have learned to communicate better with other generations.

However, working does affect my life as a student. I can't spend as much time on campus as I did before. I don't have as much time to see my friends. It's harder to get my schoolwork done. Sometimes I have to ask for time off from work because I need time to finish school projects. That isn't always easy, but they know I am a student and understand schoolwork is more important for students.

I can't act the same way at my work place as I do on campus. However, to communicate with different generations is a useful experience for me, a student. Sooner or later, I have to be a member of adult society. When I am part of it, thanks to my part-time work experience now, I'll have learned how to communicate better. If I had no experience working in a part-time job, I would be at a loss in the future.

What I want to say is although working part-time has some bad points for students, it also gives them valuable experience for whatever they do later in life.

Test A

A-Read the text and answer the questions:

1) What makes Hiromi's part time job a good experience for her?

2) Which advantages has Hiromi taken from her part time job?

3) Why do those people give Hiromi some time off from work without giving her any problem?

4) What kind of people does Hiromi deal with at her job?

5) Does Hiromi agree on working a part time job? Why (not)?

B- Find evidences on the text that prove the following:

1) Hiromi's job has skilled her to become a more devoted person.

2) Hiromi's job deprives her from being with her school colleagues

3) Hiromi many times acts like an adult in recognition to her part time job experience.

C- Match words in A with their definitions in B:

A	B
1- Part-time	A-Stop having or doing
2- Give up	B-A group of people with shared customs
3- Wise	C-A stage in the development of a family
4- Generations	D- Working only a part of the regular time
5- Society	E-Having or showing good sense

1- _____ 2- _____ 3- _____ 4- _____ 5- _____
--

D- Complete the following sentences using words related to the ones in brackets:

Ex: (beauty) Hiromi's a beautiful girl

- 1- (experience) She's _____ in doing the work at the supermarket.
- 2- (good) Hiromi is a _____ worker than her best friend.
- 3- (communication) Hiromi learned to _____ with older people.
- 4- (work) Hiromi has been a very good _____.

E- Complete the following sentences using the relative pronouns below:

who (2) / which / whose / where

- 1- Hiromi's friend _____ family is abroad, hangs a lot with Chinese people.
- 2- Hiromi has got a guitar _____ was made in Japan.
- 3- Have you met Hiromi _____ works in the same supermarket as you do?
- 4- Where's the man _____ lives near Hiromi?
- 5- The supermarket _____ Hiromi works in , is situated downtown

Test A

F- Writing:

Hiroshi Yonemoto read an advert from the Tim Tower Company for a job in The Times newspaper. She decided to write a letter to the company to apply for the job as a secretary. Write the letter of application.

Name _____ class: _____ grade: _____ nº _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

15th of April 2013

Which option fits better in each sentence?

1 - ____ you are caught drinking and driving; you will lose your license.

If

Unless

2 - ____ you stop smoking, you'll be seriously ill.

If

Unless

3 - I won't be able to do it ____ you help me.

if

unless

Either could be used here.

4 - ____ you stop making that noise, I'll call the police.

If

Unless

Either could be used here.

5 - ____ you're late, I'll leave without you.

If

Unless

Either could be used here.

6 - ____ he gets caught, he'll make a fortune.

If

Unless

7 - ____ he gets caught, he'll go to jail.

If

Unless

8 - I won't do it ____ you agree to help me; I'm not doing it alone.

if

unless

9 - ____ she pays up, we're going to be in real trouble.

If

Unless

10 - ____ we get the cheque today, we must bank it.

If

Unless

11 - She'll never agree to that ____ you accept her suggestions.

If

unless

12 - ____ they're late again, I'll be furious.

If

Unless

13 - I don't want to go out ____ it's raining- I hate getting wet.

if

unless

14 - We'll be in trouble ____ it goes wrong.

if

unless

30th of April 2013

Interesting Facts about English

1. English is an official language in 53 countries
2. Surprisingly, English is not an official language in the United Kingdom, United States or Australia (these countries don't have any official language)
3. Approximately 375 million people speak English as their first language
4. English today is the third largest language by number of native speakers (after Mandarin Chinese and Spanish)
5. The most common letter in English is "e".
6. The most common vowel in English is "e", followed by "a".
7. The most common consonant in English is "r", followed by "t".
8. Every syllable in English must have a vowel (sound). Not all syllables have consonants.
9. Only two English words in current use end in "-gry". They are "angry" and "hungry".
10. The word "bookkeeper" (along with its associate "bookkeeping") is the only unhyphenated English word with three consecutive double letters. Other such words, like "sweet-toothed", require a hyphen to be readily readable.
11. The word "triskaidekaphobia" means "fear of Friday the 13th". It also means "superstition about the number thirteen" in general.
12. More English words begin with the letter "s" than with any other letter.
13. The word "uncopyrightable" is the longest English word in normal use that contains no letter more than once.
14. A sentence that contains all 26 letters of the alphabet is called a "pangram".
15. The following sentence contains all 26 letters of the alphabet: "The quick brown fox jumps over the lazy dog." This sentence is often used to test typewriters or keyboards.
16. The only word in English that ends with the letters "-mt" is "dreamt" (which is a variant spelling of "dreamed") - as well of course as "undreamt" :)

17. The word "alphabet" comes from the first two letters of the Greek alphabet: alpha, beta.
18. The shortest complete sentence in English is the following. "I am."
19. The word "Checkmate" in chess comes from the Persian phrase "Shah Mat" meaning "the king is helpless".
20. The longest English word without a true vowel (a, e, i, o or u) is "rhythm".
21. "Set" has more definitions than any other English word: Twenty-five as a transitive verb, 11 as intransitive, 24 as a noun, and seven as an adjective. That doesn't even count phrases.
22. Pneumonoultramicroscopicsilicovolcanokoniosis is, according to the *Oxford English Dictionary*, "a factitious word alleged to mean 'a lung disease caused by the inhalation of very fine silica dust, causing inflammation in the lungs."